

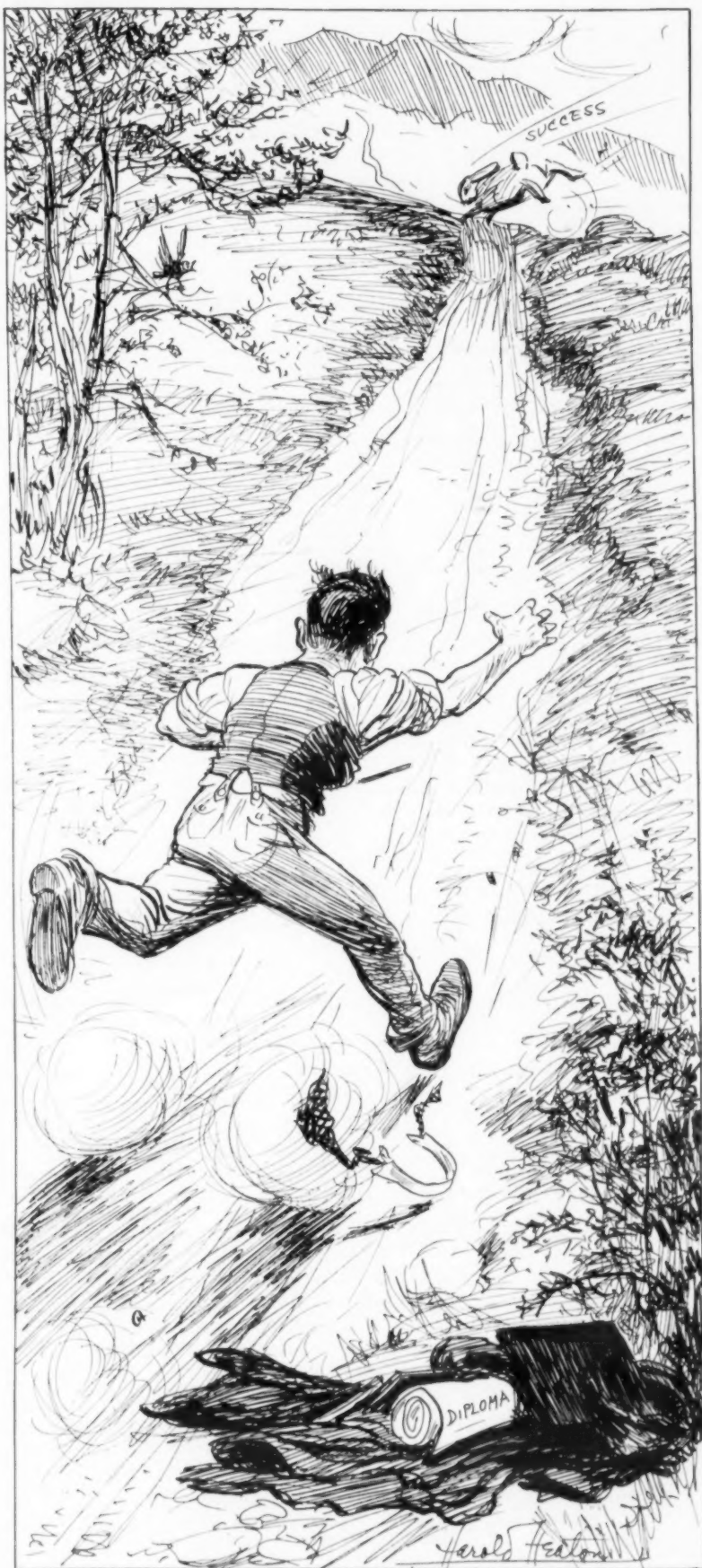
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Some Whistle For It!

GRADUATION AND SUCCESS.

Some Go After It!

Rules and Regulations

W. N. Anderson, Anita, Ia.

Shall We Have Rules and Regulations?

Educators differ with respect to the rules and regulations that should be set up or expressed and the extent to which they should be detailed. Some hold that the fewer the printed or expressed rules the better, while others regret that so many smaller school systems have no record of adopted and established rules and regulations.

Rules are necessary for the proper maintenance of any school system. They may be written or unwritten, expressed or implied, and may be followed or applied more or less consciously or unconsciously. Too many detailed regulations are impractical; but to have no written or expressed regulations for guidance, or to have the fewest possible of such regulations, seems equally unwise. A school administrator should strive to formulate a system of necessary rules and regulations and should do what he can to see that they become institutionalized in the system. In this way stability and permanency can be given to a school, which will be a strong factor in helping teachers to maintain a good program with respect to both conduct and effort, and will be especially helpful to school administrators and teachers who are new in the system or community.

Teachers and Pupils Need and Desire Definite Information.

It should not be assumed that with a good corps of teachers and a good school spirit such matters as conduct and discipline, outside duties and obligations will take care of themselves. The writer has found repeatedly, through years of experience, that well-meaning pupils, and good teachers need, and generally desire, definite information with respect to their various duties and privileges, both in and out of the schoolroom. It is much better to have all requirements clearly understood by all from the beginning than to regulate matters by making rules to prevent the recurrence of infractions and misdemeanors after they have been committed.

Many well-meaning boys and girls have gotten into mischief or have been misled through misunderstandings concerning matters for which directions or preventive regulations should have been established; and many a faithful and upright teacher has failed because she did not know just what was required of her, or did not realize the importance of her duties or actions with respect to certain matters that should have been definitely expressed.

All rules should be made and worded with great care. They should be simple, clear, direct, fair, and just. Good common sense, understanding of human nature, and a knowledge of the problems involved, are necessary prerequisites to the making and enforcing of rules and regulations.

Each teacher should be supplied with a printed or typewritten copy of the rules, with which she should be required to familiarize herself. It is well also to have teachers read to their pupils from time to time such rules and regulations as are likely to be disregarded or violated. When this is done pupils should be informed in an understandable manner as to why such rules are necessary, final aims or purposes, etc.

If there is a printed booklet or bulletin containing the rules and regulations of the schools, it is well also to supply parents with a copy. This will aid in bringing about a common understanding as to what is required of the children.



Specific Advantages.

The following arguments may be advanced in favor of a carefully-worked-out set of rules and regulations:

- (1) It will enable pupils and teachers to know just what is required of them.
- (2) It will guard against misunderstandings.
- (3) It will enable teachers to hold pupils responsible for any requirements covered by the rules, and will enable a superintendent likewise to hold teachers responsible.
- (4) It will act as a preventative against matters of misconduct covered by the rules, and will prevent certain pupils from excusing themselves by pretending they did not know they were doing wrong.
- (5) It will enable school officers and patrons to know what is being done and what is required.
- (6) It will promote harmony, uniformity, and cooperation.
- (7) It will make for better order and a better school.

The following lists of rules and regulations for teachers and pupils are given as suggestive, and may be used as a guide by administrators who are new in the field. Some of these rules have been culled from the programs of various school systems, and have been selected by the writer because of their frequent occurrence and their relative importance as shown by experience.

Rules and Regulations for Teachers.

1. **Observing and Enforcing Rules.** It shall be the duty of every teacher to familiarize herself with the rules and regulations of the school and to do what she can at all times to see that these rules and regulations are enforced.
2. **Fidelity and Joint Responsibility.** Teachers shall devote themselves faithfully to their school duties and strive to cooperate with other teachers to enforce the rules of order in and about the school building and on the school grounds. Every member of the teaching staff should consider herself jointly responsible for a good school.
3. **Spirit.** Teachers should at all times be enthusiastic and optimistic. They should themselves exhibit proper animation, manifesting a lively interest in their work. Heavy plodding movements, formal routine in teaching, and all signs of weariness and indifference should be carefully avoided, lest the work become monotonous and pupils become indifferent or imbibe the notion that they study only to recite or to pass examinations.
4. **Criticism and Discord.** Teachers are required to be courteous with one another, to refrain from unkind criticism of other teachers, to avoid the circulation of remarks calculated to injure or belittle a fellow teacher, or to sow seeds of discord among themselves or others.
5. **Remaining in Rooms.** Teachers are required to be in their respective rooms thirty minutes in the morning and fifteen minutes in the afternoon before the opening of the regular session. The teacher should always be in her room when pupils begin to enter and should remain in her room at all times during the session of school. Excepting in bad weather she should be out in the open air with her pupils during recesses, and not visit in the rooms of other teachers during this time. Under ordinary circumstances teachers should remain in

their rooms until 4:10 and encourage retarded pupils to stay for help after school. Hall and playground teachers should be on duty according to schedule.

6. **Dismissal of Pupils.** No teacher shall dismiss her pupils before the regular time, or leave the building during school hours without permission of the superintendent or principal, excepting in cases of sickness or accidents that will not permit of delay.

7. **Register and Records.** Teachers are required to keep all records neatly and accurately, and in accordance with rules and forms prescribed. Names should not be entered in the class register until the second or third week of school, since there are usually changes during the first and second week.

8. **The Daily Program.** Within two weeks after the beginning of the school year all grade teachers are required to present to the superintendent a detailed copy of their daily program. (The superintendent will help teachers in working out this program.) A copy of the daily program shall be displayed in each room at all times and shall not be changed without the consent of the superintendent.

9. **Halls and Stairs.** Teachers are expected to be in the halls outside their classroom doors and maintain order while pupils are passing to and from different rooms. When pupils are dismissed for recess teachers should be with them as they go through halls or down stairs.

10. **The Special Teacher.** Special teachers are subject to all general rules and regulations the same as regular teachers, and in matters of discipline are jointly responsible for good order and conduct in and about the school building, as well as in the rooms in which they are teaching.

11. **Remaining in Rooms with Special Teacher.** Regular teachers in charge of a room are expected to remain in their room during recitations conducted by special teachers or supervisors in order to observe methods and otherwise aid the special teacher as much as possible. If the number of pupils in the room is small and that the special teacher has no problems of discipline to contend with, the regular teacher may, with the approval of the superintendent, leave the room during a part of this period, but ordinarily she should be there during part of each recitation to observe methods and directions. She should at all times cooperate with the special teacher or supervisor as far as possible to carry out plans and directions.

12. **Requiring Excuses.** Teachers shall require excuses, in person or by written note, from parents or guardians of pupils who have been absent or tardy. When a pupil fails to bring a satisfactory excuse the teacher or principal shall notify his parents or guardian. Doubtful or poor excuses should be sent to the superintendent's office as soon as possible. The pupil may be sent to the superintendent with the excuse. High school pupils who have been absent or tardy should not be admitted to class without an excuse from parents or guardians. This excuse should be taken to the principal and receive her mark of approval.

13. **Sending Pupils from Room.** If it becomes necessary to send a pupil from the room, send him directly to the principal or superintendent. Always send a note by the offender stating definitely why he is sent. Never simply send a pupil from class. The special forms or blanks provided for this purpose should be used whenever possible. When these are not available the note should contain (1) the name of the pupil, (2) the exact time of day he is sent, (3) why he is sent and any suggestions or recommendations by the teacher, and (4) the teacher's name. The above information shall be preserved and placed on file in the superintendent's office.

14. **Cleanliness.** Cleanliness and tidiness shall be required of all pupils. Pupils who are careless in this matter may, with the consent of the superintendent, be sent home for proper care, in which case the parents or guardian should always be notified either in person or by note.

15. **Sending Pupils on Errands.** Pupils should not be sent on errands by teachers during school hours, excepting on urgent school business.

16. **Care of Rooms.** Teachers should carefully attend to the ventilation and temperature of their rooms, adjusting of window shades, order of desks, books on shelves, etc. If the building has no special means of ventilation the room should be aired at each intermission. Window shades should always be well raised excepting in cases of direct sunlight or strong light in the front of the room which the children would be obliged to face.

(Continued on Page 125)

Some Business Elements of Educational Administration¹

John Guy Fowlkes, University of Wisconsin.

It is no longer practical to attempt to pigeon-hole the duties of a superintendent of schools into "business" or "educational" compartments. More and more it is being recognized that while a school administrator's job is a many-sided proposition, all of his work is a means to one all important end. The fundamental function of public education is to equip boys and girls in such a way that they may later live successfully as members of a highly complex society. Needless to say, the direction of such a task involves the most skillful and balanced dynamic leadership. Some superintendents have been negligent of the working tools and environment of the school system of which they are in control and have consequently been the subjects of such accusations as "poor business man," and "a good educational administrator, but a poor financier," etc. It seems to me that in so far as a school is poorly equipped or inadequately financed to just that extent the superintendent has failed in the art of administering education.

There may immediately arise some question as to how this attitude may be made to jibe with the ever emphasized principle that the most important duty of a superintendent is the supervision of teachers. There is no doubt but that the improvement of teaching is of paramount importance, but I wonder if that odious term "snooperism" was not incubated and hatched in some four-walled two-windowed knowledge box where the old sheet iron stove, baked to a brown crisp the sides of the pupils who were lucky enough to crowd near it, while the rest of their bodies as well as the rest of the pupils in the room, shivered in dire misery wondering how long it would be till "recess" time came when they might have a chance to hover around the "corner heating plant." It is evident that the condition which has just been described is not confined to the sections of the country with which I am already familiar. Unfortunately similar conditions prevail throughout many sections of the United States. It is customary to think that the abject picture which I have painted to you is peculiar to rural schools, but how many of you have taught in a "town-school," where because of a broken furnace-grate, lack of coal, a burst boiler, broken window panes, or some similar catastrophe, you were forced to require the children to "take exercises" several times each day over a period of from one to six weeks? If either of the situations described holds true in a school it is evident that one of two things is true: (1) that the administrative agencies of the school system are not properly organized, or (2) the schools of that community are not adequately financed. Unfortunately many communities would be forced to plead guilty on both counts if a "professional grand-jury" ever indicted them. A well-balanced standard of values would prevent such conditions and it is hoped that superintendents will quickly realize the importance of establishing such standards.

In this introductory statement the attempt has been made to emphasize the fact that all aspects of a superintendent's duties are educational, and that it is just as essential for a professional leader to make sure that the *modus operandi* by which that particular school system operates is organized and equipped in such a way that the highest dividends may be realized

on the capital invested. If this be true the following duties should be clearly recognized and assumed by all progressive school administrators and receive their unrelenting attention until a proper setting is laid for the instruction of boys and girls.

- I. Perfecting the Administrative Organization.
- II. Caring for School Property.
- III. Providing Fuel Materials and Supplies.
- IV. Accounting of School Moneys.
- V. Preparing and Presenting a School Budget.

I. Perfecting the Administrative Organization.

The most essential requisite for the success of any organization is the centralization of its administration. The board of education is analogous to the board of directors in a large commercial corporation. Both bodies are responsible to a constituency, the board of education to the public as taxpayers, the board of directors to the stockholders. Both groups are interested in results. The attainment of these desired results should rest on the ability of the executive who is responsible for the particular organization in question. A superintendent of schools should be given complete charge of all phases of a school system. He should choose, subject to the approval of the board, all the employees of the school. Accompanying such authority there should go corresponding responsibility. Such a relation between the superintendent and the board of education in no way detracts from the prestige and power of the board of education. The superintendent should be at all times able to defend any action he takes, but the board of education should be an advisory and co-operative body rather than a supervisory and inspectional one. If the head of a school system does not enjoy such a relation with the board of education his path of duty will more likely be *via dolorosa* than one of roses. The old adage that "too many cooks spoil the broth" was never more perfectly illustrated than by a school system in which a board of education laid a burden of emphasis on method and technique rather than devoting their time to determining and adopting policies and programs.

This proposal for a highly centralized or unitary system of school administration is no new proposal. Such authorities as Strayer and Cubberley have long advocated such a scheme. Many boards of education themselves have concluded that for the good of all concerned such an organization was best and have voluntarily changed from the old system of dual control to the more unified plan. The following excerpt from the January (1923) number of the *Wisconsin Journal of Education* furnishes a striking example of such action:

Kenosha School Board Cuts Away From "Red Tape."

For some time the city of Kenosha has been operated under the "City Manager" form of administration. This plan has proved so satisfactory that the board of education has adopted the same form for the administration of school affairs. The adoption of a report by the committee on committees names Supt. G. F. Loomis as manager of the city school system. The new plan gives him authority to handle the business affairs of the school system as well as the educational problems.

Although the board of education still controls the affairs of the school, Supt. Loomis is given the power to take care of many duties now handled by committees. The board acts in a legislative and advisory capacity.

In discussing the new step, President Powell

cited as an example of the change the following: "Under the old system any repair of a building such as installation of an electric light bulb had to be taken up with the board, referred to a committee and then back to the board. Under the new system the superintendent as an executive can go ahead and carry on the business of the schools."

By the new system the number of committees is reduced to four, although they will be larger than heretofore.

Kenosha believes she is a pioneer in Wisconsin in this new venture but is confident that the step is a forward one and will greatly increase the efficiency of the whole school organization.

While it is true that Kenosha is taking the lead in this matter in Wisconsin, several other communities are seriously considering similar action and I sincerely trust that such an organization as has just been discussed will be the rule rather than the exception in any and all states.

II. Caring For School Property.

Regardless of the scheme of organization the superintendent must assiduously exert himself to perform competently the other duties mentioned above, and let us now give our attention to the important task of caring for school property. Such a duty involves more than a superficial inspection of the buildings and equipment two or three times a year. It means that the superintendent shall see:

1. That a competent janitor and engineering force is employed.
2. That repairs of equipment and buildings are made as needed.
3. That adequate and inclusive insurance be carried on both buildings and equipment.

Lack of time will prevent anything more than the mentioning of some of the many factors involved in these topics. Quite frequently the lives of boys and girls are daily endangered because a hole in the floor, a broken door, or some similar minor thing has not received proper attention. How many teachers are required to resort to cardboard, paper, or coats in lieu of missing window panes which have been reported to the superintendent some weeks or months before? To postpone needed repairs of equipment or buildings is to be penny-wise and pound foolish. Such economy is extremely expensive and is never practiced by keen business men.

The position of the school janitor is one of the most important positions in a school system. In fact, one eminent school authority has declared that "A good janitor is harder to replace than a good teacher, and in most cases than a good principal." In the days "when the little log cabin was just plenty fine for a man, his companion, and family of nine," the prime slogan for a successful janitor could have been that of the New England housekeeper, namely, "Cleanliness is next to godliness." In the modern school plant, however, the school janitor must have a more inclusive motto. He exerts a marked influence on the moral, civic, and social behavior of boys and girls as well as being responsible for their protection against fire and disease hazards, and being a guardian of property which not infrequently totals hundreds of thousands of dollars.

Too often superintendents have not given as much care to the selection of the janitorial force as the position merits. Since the matter is of such weighty consequence it behooves all school executives to choose the service staff with the greatest possible caution and discretion.

¹Ayres, Williams, and Wood, "Healthful Schools."

¹An address delivered before the North Central Teachers Association at Winona, Minn., Friday, March 16, 1923.

III. Providing Fuel Materials and Supplies.

In connection with the necessity of providing sufficient fuel for comfort as to heating of schoolhouses, I am reminded of a youngster who on a cold January day when the temperature in the classroom was about fifty degrees, asked his teacher, "How can I think good when I don't feel good?" Frigidity certainly does not create a wholesome atmosphere for vigorous mental work. On the other hand an overheated classroom is likely to create more lethargy and indifference than an underheated one, and such a condition should be carefully avoided. Cognizance of the importance of properly heated school buildings is being made and some very good mechanical service systems may be installed for the control of a heating system.

After an environment has been created where janitors, teachers, and pupils "feel good" and so far as surroundings are concerned may "think good," it is essential that the needed materials and supplies "to think with" be provided. Three major elements should be considered in regard to school materials and supplies: (1) needs, (2) purchasing, (3) distribution.

In determining the needs of a school system concerning materials and supplies it is essential that different types of supplies and materials be recognized and classified. For example, some school systems find it quite satisfactory to classify materials and supplies under the three headings: (1) janitor, (2) instructional, and (3) administrative. After a desired classification has been made it is but fair that the persons who are going to use the materials have some voice in determining what shall be bought. This is particularly true of instructional supplies. I taught mathematics in a goodly sized high school at one time and was forced to have my classes in algebra use a huge quantity of squared paper which had eight divisions to the inch when I wanted paper that had only four intersections to the inch. In reply to my insistent request for the desired paper, I was given the answer that my predecessor had ordered several hundred sheets of the paper in stock and it must be "used up." This incident is not peculiar to that particular school. Many other teachers have had similar experiences.

Of nearly equal importance with furnishing materials and supplies is the distribution of them. Arrangements should be made so that all needed supplies and materials are as easily obtainable as possible. Only through careful study and wise planning may the problem of supplies and materials in a school system be satisfactorily handled.

IV. Accounting of School Moneys.

In regard to the next topic of discussion, namely, the accounting of school moneys, I am reminded of the following episode from the life of a young Sunday school scholar. After being dressed in his "Sunday best" with hair and eyes shining, this fond boy of five was started to Sunday school. Just before the lad left his father gave him two nickels, one to give to Sunday school, which was described as God's nickel, while the other one was to go for an ice cream cone. As the young financier trudged manfully on his way, his route carried him over a dilapidated board sidewalk which was replete with cracks. Just as the precipitous journey across this bad stretch of walk had been nearly completed, the youngster had the misfortune to stub his toe, causing his wealth (heretofore clasped tightly in his hand) flying to the four winds of the earth. One of the coins fell into one of the cracks which precluded recovering it, while luckily the other one hit upon a board flat-wise and was easily regained. Upon arriving at Sunday school, when relating the accident to his teacher, the



DR. C. H. GARWOOD,

Superintendent of Schools-elect, Harrisburg, Pa. Dr. Garwood, associate superintendent of the Pittsburgh schools, has been elected superintendent of the Harrisburg, Pa., schools at a salary of \$7,500 a year.

Dr. Garwood is a Pennsylvanian by birth and a school man of wide and varied experience. For the past 25 years he has been identified with the Pittsburgh schools, as principal, associate and acting superintendent, and has had no small share in the present effective organization of the Pittsburgh schools. He holds the degree of doctor of philosophy. Among his duties during the last ten years has been the organization and direction of the professional reading and study courses for the teachers in the Pittsburgh schools.

Dr. Garwood has shown his interest in public affairs and community progress in numerous Pittsburgh and Pennsylvania organizations. In a professional way he has been actively identified with national and state organizations of teachers and superintendents.

lad was asked whose nickel had been lost. Quick as a flash came the answer from the boy that while he wasn't sure he thought it was God's nickel.

Too many boards of education and superintendents are not only uncertain as to whose money is lost or spent, but quite often have not attempted to find out how much has been spent or lost.

A thoroughly sound and efficient system of school accounting is highly essential for each of the following reasons:

(1) For purposes of protection—to all concerned, including the board of education, superintendent, and taxpayers alike.

(2) For purposes of comparisons first with the expenditures of the particular system involved and also with other systems of similar size and problems.

(3) As a basis for the annual budget.

A properly extensive system of school accounting will provide forms for:

(1) Distributing receipts

- a. Source or
- b. Method.

(2) Distributing expenditures

- a. General control
- b. Instructional service
- c. Operation of plant
- d. Maintenance of plant
- e. Fixed charges
- f. Debt service
- g. Capital outlay
- h. Auxiliary agencies.

For purposes of comparison it is essential that there be constant uniformity and agreement as to definition of terms. Such a term as *janitors' supplies* will not be interpreted the same way in several places unless it is carefully defined and such definition strictly adhered to.

A state department of education can render a valuable service to local boards of education and superintendents in evaluating the system of accounting for school moneys that is being used in a community, and should be qualified and ready at all times to make recommendations as to changes that are needed or the advisability of introducing a new system. Indeed, it seems to me that a state should have certain

requirements concerning the accounting of school moneys stipulated in the school code and that such statutes should also furnish authority to the state department to require that these standards be fulfilled. Local authorities and state departments alike should make sure that the systems of accounting of school moneys conform with standards such as the following:

STANDARDS FOR RATING THE SCHEME OF DISTRIBUTION OF EXPENDITURES IN A SYSTEM OF COST ACCOUNTING FOR PUBLIC SCHOOLS.¹

I. LEGALITY.

The reports of expenditures should conform to National, State, and City requirements.

II. UNIFORMITY.

A sufficiently large number of schools must use the same system of distribution so that unit costs can be compared for various objects, services, balances, and time periods.

III. FLEXIBILITY.

The system must be flexible enough to be usable in various size schools and of various degrees of complexity.

IV. SIMPLICITY.

The labor and expense of distribution must not be so great as to encounter the law of diminishing returns. There should be no overlapping or duplication of items on any one report.

V. ADEQUACY.

The system should agree with the four divisions of accountancy:

(1) Function—

The kind of work helped along by the payment;

(2) Object—

The object of the expenditure or the actual thing bought or service obtained;

(3) Character—

The financial character of the payment as a fiscal transaction.

(4) Location—

The location benefited by the transaction to which the expenditure is chargeable.²

The distribution must be sufficiently detailed that an intelligent judgment of each type of expenditure may be made.

VI. INTELLIGIBILITY.

Ease with which the layman can interpret the report.

Ease and frequency with which one can strike a balance.

Ease with which items can be traced—cross reference code.

VII. COMPLETENESS.

Reports should not only show details of expenditure, but also financial provision and condition of the school department, i. e.:

(1) Amount of budget appropriation.

(2) Record of vouchers issued.

(3) Date of all receipts and expenditures.

(4) Amount of Bond Issue.

(5) Show contracts issued.

(6) Show amount paid on contracts.

(7) Show balance due.

(8) Show balance in fund.

V. Preparing and Presenting a School Budget.

Were I asked to give a technical definition of the term "school budget" I should say that a school budget is a statement of proposed expenditures indicating sources and amounts of revenues and amounts and objects of expenditures. But if I were asked to give a non-technical definition the following would be my answer, "A school budget is the fiscal interpretation of the educational activities of that school." Perhaps you will better understand what I mean by the following incident:

A superintendent of schools in one of the larger cities had presented the budget for the following year. As has been the case with many boards in the last few years, this board

¹N. L. Engelhardt's—"Score Cards and Checking Lists for Records and Reports of City School Systems."

²For details of the above four divisions, see "Handbook of Instructions for Recording Disbursements for School Purposes," C. F. Williams & Son, Albany, N. Y.

Selecting the Chief State School Official

Ward G. Reeder, Ohio State University.

By what method shall the chief state school official, legally styled in most states as "state superintendent of public instruction," be selected? Shall he be elected by popular vote, as are the majority of other public officials, or shall he be appointed by some public official or officials? These are still burning questions in state educational administration.

Evolution of the Methods of Selection.

A total of six different methods of selecting the chief state school officials have been used at various times in the history of the office. These methods are: (1) election by popular vote, (2) appointment by the general assembly, or (3) by the state board of education, or (4) by the governor, or (5) by the chancellor of the state university, or (6) by the supreme court of the state. The first four of these have been fairly widely used at one time or another. The last two, on the other hand, have been resorted to by one state (Utah) only, and in this one, only temporarily. In Utah, at one time, the chief state school official was appointed by the chancellor of the University of Deseret,¹ while from 1887 to 1896,² he was appointed by the supreme court of the state.

In the early days of the evolution of the office, appointment by the general assembly and by the governor were both popular methods. The first of these two methods of appointment has been used at various times by as many as twelve states (Alabama, Missouri, New York, North Carolina, Ohio, Oregon, Rhode Island, Tennessee, Vermont, Washington, Virginia, and West Virginia). It is significant that no state uses it today. The second method has been used even more frequently than the first, for 23 states (Arizona, Colorado, Delaware, Georgia, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, New Jersey, New Mexico, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Tennessee), have, at one time or another, permitted the governor to appoint regularly the chief state school official. The method, however, has steadily lost ground, especially in recent years.

Today only three methods of selection are recognized in the practices of the various states. These are: (1) election by popular vote, (2) appointment by the state board of education, and (3) appointment by the governor. The method now employed by each of the states is shown in Table I. In order that the tendencies in the method of selection may be also known, the methods used by each state at different times in the last 27 year period are noted in the same table.

Table No. II presents a summary of the data found in Table I. A glance at it reveals that the present tendency is toward permitting the state board of education, which is now found in practically every state, to appoint the official under view. Popular election as a method is practically static, while appointment by the governor is clearly losing ground. Election by the general assembly, which was formerly a popular method, has been totally extinct for several years.

Manner in Which the Method of Selection is Fixed.

Undoubtedly, did they not have a constitutional provision, stipulating popular election of the chief state school officials, many other states instead of electing them by popular vote, would

TABLE I—Methods of selecting the chief state school officials in 1896, 1909, and 1923.

STATE	Method		
	used in 1896 ³	used in 1909 ⁴	used in 1923 ⁵
Alabama	people	people	people
Arizona	governor	governor	people
Arkansas	people	people	people
California	people	people	people
Colorado	people	people	people
Connecticut	state board	state board	state board
Delaware	(no office)	(no office)	state board
Florida	people	people	people
Georgia	people	people	people
Idaho ⁶	people	people	people
Illinois	people	people	people
Indiana	people	people	people
Iowa	people	people	people
Kansas	people	people	people
Kentucky	people	people	people
Louisiana	people	people	people
Maine	governor	governor	governor
Maryland	(no office)	governor	state board
Massachusetts	state board	state board	governor
Michigan	people	people	people
Minnesota	governor	governor	state board
Mississippi	people	people	people
Missouri	people	people	people
Montana	people	people	people
Nebraska	people	people	people
Nevada	people	people	people
New Hampshire	governor	governor	state board
New Jersey	governor	governor	governor
New York	general assembly	board of regents	board of regents
New Mexico	governor	governor	people
North Carolina	people	people	people
North Dakota	people	people	people
Ohio	people	people	governor
Oklahoma	governor	people	people
Oregon	people	people	people
Pennsylvania	governor	governor	governor
Rhode Island	state board	state board	state board
South Carolina	people	people	people
South Dakota	people	people	people
Tennessee	governor	governor	governor
Texas	people	people	people
Utah	people	people	people
Vermont	general assembly	general assembly	state board
Virginia	general assembly	people	people
Washington	people	people	people
West Virginia	people	people	people
Wisconsin	people	people	people
Wyoming ⁶	people	people	people

³The facts in this column were taken from Fellow, H. C. A Study in School Supervision, 1896, pp. 19-43.

⁴For the facts in this column, see Final Report of the Illinois Educational Commission, 1909, pp. 23-29.

⁵These dates were obtained from the latest school codes and have been confirmed by the chief state school officials.

⁶Idaho and Wyoming each have also a commissioner of education who is appointed by the state board of education.

immediately adopt the more modern legislation, providing for their appointment in some manner.⁷ Thirty-three states fix the method of selection in their constitutions, and of these, 31

present generation in most states. The manner of fixing the method of selection, whether by constitution or by statute, is shown for each state in the following table:

TABLE II—Summary of the methods of selecting the chief state school officials in 1896, 1909, and 1923.

Methods used	States		
	using the method in 1896	using the method in 1909	using the method in 1923 ⁷
By the people	31	33	34
By the state board	3	4	8
By the governor	9	9	6
By the general assembly	3	1	—
(Ex-officio provision)	1	—	—
(No provision for the office)	1	1	—
TOTAL	48	48	48 ⁷

stipulate election by popular vote, while two (Ohio and Pennsylvania) provide for gubernatorial appointment. By constitutional provision, accordingly, which cannot be expeditiously changed, popular election of the chief state school officials has been foisted upon the

⁷For Idaho and Wyoming, only the superintendents of public instruction are included in this summary column.

⁸The Kansas State Teachers' Association has asked that the state constitution be amended to make the superintendent of public instruction an appointive instead of an elective officer.

In Washington, the Governor's School Code Commission has recommended that the constitution be amended to permit the state board of education to appoint the superintendent of public instruction. (Twenty-fifth Biennial Report of the Superintendent of Public Instruction of Washington, p. 4.)

In California, a Special Legislative Committee on Education has recommended that the superintendent of public instruction be appointed by the state board of education. The constitution now prescribes popular election. (Report of the Special Legislative Committee of Education, 1920, p. 24.)

In North Carolina, the State Educational Commission has recommended that the constitution be changed so that the superintendent of public instruction may be appointed by some agency instead of being elected by popular vote as at present. (Public Education in North Carolina, A Report by the State Educational Commission, 1920, pp. 88-91.)

TABLE III—Manner in which the method of selecting the chief state school official is fixed, 1923.⁸

STATE	How the method is fixed	
	constitution	statute
Alabama	constitution	
Arizona	constitution	
Arkansas	constitution	
California	constitution	
Colorado	constitution	
Connecticut	constitution	
Delaware	constitution	
Florida	constitution	
Georgia	constitution	
Idaho	constitution	
Illinois	constitution	
Indiana	constitution	
Iowa	constitution	
Kansas	constitution	
Kentucky	constitution	
Louisiana	constitution	
Maine	constitution	
Maryland	constitution	
Massachusetts	constitution	
Michigan	constitution	
Minnesota	constitution	
Mississippi	constitution	
Missouri	constitution	
Montana	constitution	
Nebraska	constitution	
Nevada	constitution	
New Hampshire	constitution	
New Jersey	constitution	
New York	constitution	
New Mexico	constitution	
North Carolina	constitution	
North Dakota	constitution	
Ohio	constitution	
Oklahoma	constitution	
Oregon	constitution	
Pennsylvania	constitution	
Rhode Island	constitution	
South Carolina	constitution	
South Dakota	constitution	
Tennessee	constitution	
Texas	constitution	
Utah	constitution	
Vermont	constitution	
Virginia	constitution	
Washington	constitution	
West Virginia	constitution	
Wisconsin	constitution	
Wyoming	constitution	

Of the fifteen states which have only statutory provision for the method of selection, eight (Connecticut, Delaware, Maryland, Minnesota,

⁸From an examination of the latest constitutions and school codes of the various states. The data have been confirmed by the chief state school officials.

¹Utah Acts, 1850-'71, Ch. LXXXVI.

²Compiled Laws of Utah, Vol. I, 1888, pp. 123-124.

New Hampshire, New York, Rhode Island, and Vermont) provide for appointment by the state board, while four others (Maine, Massachusetts, New Jersey, and Tennessee) provide for gubernatorial appointment. Three (Arkansas, Iowa, and Texas) still elect by popular vote. Thus it is evident that where constitutional provision does not prevent, the legislatures have tended to take the office out of "politics" by providing for state board appointment, or for perhaps its best substitute, that is, gubernatorial appointment. This tendency towards the appointive methods has developed rapidly in the last few years, and has come to be noticeable in the West for the first time, as witness the recent reorganizations in Idaho (1913), Wyoming (1917), and Minnesota (1919), all of which permit the state board of education to appoint the chief state school official.

Sectional Preferences for the Various Methods of Selection.

How are we to account for the prevalence of popular election in the West, whereas the appointive methods are everywhere employed in the East? In discussing this question it should be kept in mind that the creation of the office among the Western states came just at the time when distrust of legislatures and governors had reached its maximum. This distrust, coupled with the prevalent belief that the people were able to select, and, therefore, should select all public servants, was largely responsible for popular election being provided for in the constitutions of these new states. It is to be noted also that the appointed city superintendent had not yet arisen to serve as a model. Therefore, it was only natural, especially since the expert functions now so characteristic of the office had not yet arisen, to provide for election by the people as was already being done with all other public officers. Popular election having been thus begun has been continued to the present time.

The eastern states, on the other hand, have generally used the appointive methods. These states have never thought it expedient to exercise the right of suffrage on public offices, particularly on school offices, to the same extent as have the states of the west and south. Instead, they have provided for the appointment of as many officers as possible, leaving the voters to exercise the right of suffrage on the few who do the appointing. The sectional preferences for the various methods of selecting the chief state school officials may be more clearly seen from a glance at Diagram I.

Criticism of the Current Methods of Selection.

The advantages and disadvantages of the three present methods of selection will be criticised in the remainder of the discussion.

A. Election by Popular Vote.

The tendency in both theory and practice is clearly away from the election by popular vote of any official with expert functions, such as ought to characterize the office of chief state school official. The objections to election of the chief state school official by popular vote may be summarized as follows:

Residence Restrictions.—This method limits the field of choice to those persons residing within the state. It levies, in effect, a prohibitive tariff on ability. A citizen, residing without the state, cannot be considered, no matter what his qualifications for the office may be. Surely it does not always happen that the one best qualified for the office resides within the confines of the home state, and to restrict the field of choice to such limits is decidedly unfortunate. A state, just as school cities, colleges, or other educational institutions, is entitled to the best qualified school officers obtainable, and the whole country, not merely one state, should be the market for them. Residence restriction completely quarantines the state

against outside ability, an action, which is, to say the least, provincial.

Static Salary.—Popular election carries with it always a salary fixed either by statute or by constitution. Such an arrangement is disadvantageous in that in it there is no way to adapt the salary to the ability of the holder of the office, except that the law be changed, and this is a slow process. For the welfare of its schools, a state should be in a position to adjust immediately the salary of its chief state school official to meet any condition or emergency that may arise, but popular election does not place the state in this position of vantage.

Short Tenure.—Where popular election prevails, the term of office is always fixed by law at either two or four years. These short and fixed terms require that the "political gauntlet" be periodically run. And this "gauntlet running" consumes a large part of the time of the chief state school official, which should be devoted wholly to furthering the interests of education within the state. Moreover, where this method of selection is found, the average length of tenure is much shorter than where the appointive methods are used. Since 1896, thirty states have always elected the official in question by popular vote, and in these states during this period the average tenure has been only 5.3 years. But during the same period, state board appointments have yielded an average tenure of 16.2 years, and gubernatorial appointments, an average tenure of 8.9 years.

The frequent changes which occur in popular election in the personnel of the office, whether the changes are voluntary on the part of the personnel, or are forced upon them, because of their failure to re-run successfully the "political gauntlet" are decidedly against the best interests of the schools. Leaders in education, and of enlightened thought generally, are of the opinion that for the highest educational efficiency, school officers and teachers should be retained in office as long as they demonstrate superior worth. With this view, popular election is entirely inconsistent.

Popular Indifference.

Popular Lack of Information as to Qualifications.—Adequate information, regarding both the functions of the office and the comparative qualifications of the several candidates for it is a *sine qua non* to voting for the best qualified candidate. It is difficult to see how the vast majority of the voters can expeditiously get the information necessary to intelligent voting upon the candidates for an office with technical functions such as the office of chief state school official everywhere has today. A better way in which to choose the holder of this office would be for the people to delegate to some board, as is done in selecting business managers of cities, city superintendents of schools, college presidents, and innumerable other experts, the responsibilities of investigating thoroughly the qualifications of the various candidates, potential and active, and of selecting the best one for the office. As conditions are now, the people are voting largely for the candidates for this great office in a trust-to-chance fashion. Surely, it is not intelligent democracy to permit the exercise of the right of suffrage in this gambling manner.

In the early days of the office, when its functions were chiefly clerical, almost any good citizen could fill it acceptably. At that time, popular election worked fairly well. Now, however, the functions of the office have become both so numerous and technical in nature that only those persons of the very highest qualifications can meet the demands.

"Political" Character of the Office.—A corollary of the above objections to popular election is that this method makes the office largely a "political" one, and subjects it to all the vicissitudes and fortunes of "politics."

Of the thirty-four states which provide for popular election of the chief state school official only five¹ attempt to remove the office from partisan politics by specifying that the political affiliations of the candidates for the office shall not appear on the ballot, and only three² either nominate or elect at a time other than the regular general election. Thus, practically everywhere, the office has been thrown into the maelstrom of "politics"; and, needless to say, it cannot always emerge unsullied.

Merit Not a Factor.

In the states where popular election is employed, political affiliations and political expediency, instead of merit, frequently, if not generally, determine the one who shall be nominated for the office. In the selection of candidates, politicians consider vote getting ability of primordial importance; hence, the "glad hander," other things being equal, is given higher ranking than the eminent educator. Votes must be had, if the party is to win, and it is but natural, therefore, that the party should select candidates who have ability to get votes. And it is to be noted further that not always do those best qualified for the office belong to the dominant political party, yet a party will not select a candidate outside its own ranks. It is a rule of politics that the offices must be awarded to the "faithful" of the party, never to those laboring outside the party vineyard, be the latter ever so qualified and eminent.

Moreover, the office of chief state school official, being to the politicians, perhaps, the least important state office, the nominations for it are usually left to the closing hours of the political convention when the demands of congressional districts not already represented on the ticket have become very insistent. In this turbulent state of affairs, conventions frequently resort to political "trades" involving the office. At such times, not ability but availability, becomes the controlling consideration in the selection of a candidate.

Still more, even after the nomination of the candidate for the office has been made, luck will largely determine his election or defeat. If the rest of the ticket runs well, the candidate for the office of chief state school official will run well also, be he a well qualified candidate or a weak one. A weak ticket, on the other hand, usually carries down to defeat with it a strong candidate for any office. This is everywhere a recognized axiom of "politics."

It is not likely that the best educators would interrupt successful careers to take a chance with the "wheel of politics." Instead of being used by the politicians as a mere pawn in the game of "politics," or by its occupants as a stepping stone to another educational position—say a normal school presidency, as is frequently the case today—the office ought to be made permanently attractive to the most eminent educators during the very best part of their professional lives. But the incubi of politics now involving it in most states stand generally as an insurmountable obstacle to making it so. It is a recognized principle of political science that experts cannot be secured through popular election.

Would we trust popular election to select the presidents of our state universities and many other experts of our various administrative and educational departments? More, would we care to go back to the early days of the city

¹Michigan, Nebraska, North Dakota, and Wisconsin, specify that the politics of the candidates for the office shall not appear on the ballot. In Mississippi, the politics of no candidate for any office may appear on the ballot.

²Nebraska nominates the candidates for the office at a special school officer and judicial election, but elects at the regular election. Michigan and Wisconsin elect the holder of the office at a special judicial and school officer election.

superintendency and have our city superintendents elected by popular vote? No one would propose such action. Yet there would seem to be as much justification for electing any of the above officers by popular vote as there is for the prevailing practice of thus selecting the chief state school official.

A method of selecting the official in question must more generally come to be used that will place a premium on accomplishment and service rather than on merely "keeping on the good side" of the electorate, as is now the case in popular election. The following two methods, and particularly the second of the two, are suggested as decided improvements over popular election.

B. Appointment by the Governor.

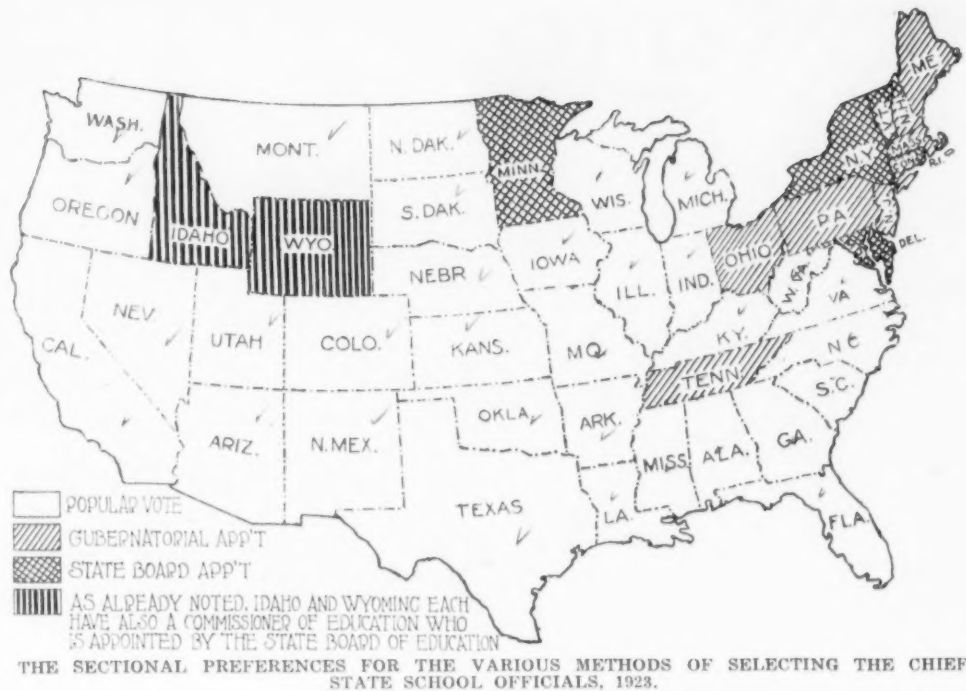
In the early days of the evolution of the office, gubernatorial appointment was very commonly used. Recently, however, the method has steadily lost ground. This is shown by Table I, which indicates, that in 1909, nine states (Arizona, Maine, Maryland, Minnesota, New Hampshire, New Jersey, New Mexico, Pennsylvania, and Tennessee) used gubernatorial appointment, while at the time of writing (1923) only six states (Maine, Massachusetts, New Jersey, Ohio, Pennsylvania, and Tennessee) employ the method. In those states where gubernatorial appointment prevails, the practice is to have the appointment confirmed by a legislative body, which is usually the upper house. This confirmation is provided for in all these states excepting Ohio, the belief being that it affords a safeguard against unwise appointment by the governor.

In some states, in which the governor appoints the chief state school official, the method has worked fairly well. In making the appointments, political, residential, and similar considerations have apparently, in a few cases, been completely ignored. It is noteworthy that A. O. Thomas, present superintendent of public schools of Maine, was called to that position from the superintendency of public instruction of Nebraska. Mr. T. E. Finegan, present superintendent of public instruction of Pennsylvania, was advanced to the position from the assistant commissionship of education of New York State. Likewise, Calvin N. Kendall, late commissioner of education of New Jersey, was called to that office from the superintendency of schools of Indianapolis, Indiana. These appointments are mentioned to show that some governors have searched for the most able men available, and have not hesitated to go outside the boundaries of the home state, if such action was necessary to secure them for the office. In most states, however, for some reason or other, all gubernatorial appointments to the office have been made from those persons residing within the state. More inexplicable still is the fact that practically all these appointments have been made from the dominant political party; seldom have they been made from the party out of power.

Objections to Gubernatorial Method.

In spite of the fact that gubernatorial appointment has worked fairly successfully in a few states, there are certain objections to the method which seem to be causing its demise. These objections may be briefly stated as follows:

When the proportion of the population affected by it, the number of persons employed in it, and the amount of money expended for it are considered, it is clear that education is by many times the greatest of public enterprises. Over this vast and complex educational organization, the chief state school official exercises, and should exercise, great control. From this fundamental proposition come two patent objections to permitting the governor to appoint the chief state school official.



In the first place, it is unsafe, under the present partisan political conditions, to give the governor the appointment of an educational officer who is, or should be, so powerful. A selfish governor might be tempted to put the state educational system into "politics." And this he would be able to do by the appointment of a subservient or weak individual to the office in question.

In the second place, since the field of educational administration in the state is so broad and complex, the governor has difficulty in finding the time properly to supervise and inspect the labors of the one who holds the office; and granted he could easily find the time, he does not always have the educational acumen to give the proper supervision and inspection. He is selected primarily for other duties, and consequently, he should not have the responsibility for the state school system on his shoulders. In school administration it is axiomatic that officers having duties pertaining to school supervision and control should not have other public functions.

The fact that gubernatorial appointment has steadily lost ground is evidence that some other method of selection has been thought more satisfactory. The method which has been supplanting the above is state board of appointment. This is seen by a final reference to Table II.

C. Appointment by the State Board.

As already noted, the tendency today is to permit the state board of education to appoint the chief state school official. This tendency is evidenced by the fact that in 1909 only four states (Connecticut, Massachusetts, New York, and Rhode Island) employed state board appointment, while at present, eight states (Connecticut, Delaware, Maryland, Minnesota, New Hampshire, New York, Rhode Island, and Vermont) use this method of appointment.

State board appointment is analogous to the method used everywhere by city and college boards in selecting superintendents and presidents. This method should become the common one, for the state board, if properly constituted, and given the right kind of enabling legislation, might select the chief state school official on a purely merit basis. And in state board appointment, the merit basis does seem to have been kept in mind more frequently than in the other methods of selection, for a checking against Who's Who in America of the names of those who held the office in 1922, shows that of the 32 persons who were elected by popular vote, only three,¹³ before being first elected, had been

recognized by Who's Who. On the other hand, three¹⁴ of the nine who had been appointed by state boards had been recognized, before appointment, by Who's Who; and one¹⁵ of the five appointed by governors had been similarly recognized. In other words, according to the data from Who's Who, the appointive methods, and particularly state board appointments, have secured persons of probable eminence from three to four times as frequently as popular election.

The explanation for the above is evident when it is noted that the appointments made by state boards have generally neglected such extraneous considerations as the politics and residences of the candidates. In state board appointment, merit and eminence have been of primordial consideration in the selection of the holder of the office. In this connection it is interesting to observe that in state board appointment nine men have been brought from outside the home state to occupy the office. Thus, Henry Barnard was invited from Connecticut to the office in question in Rhode Island; he was later recalled to his native state, Connecticut, to assume the headship of the schools. More recently, Walter E. Ranger has gone from Vermont to Rhode Island; A. B. Meredith, from New Jersey to Connecticut; Payson Smith, from Maine to Massachusetts; David Snedden, from New York to Massachusetts; F. P. Graves, from Pennsylvania to New York; M. B. Hillegas, from New York to Vermont; and E. A. Bryan, from Washington to Idaho. This practice of going outside the state to secure an appointee has never been followed in the other methods of selection, except in gubernatorial appointment, and in this method, as has been noted, it has been followed in only three¹⁶ instances in the history of the office.

The chief state school official should be appointed by the state board of education without restriction as to place of residence, sex, religion, or political affiliation and for such term and at such salary as the board may determine. A resolution passed by the chief state school officials assembled at St. Paul, July, 1914, is in entire agreement with the view expressed above.¹⁷

The sooner the import of the above resolution is understood, the better will both this great office and the cause of education thrive, and similarly, all that is dependent upon them.

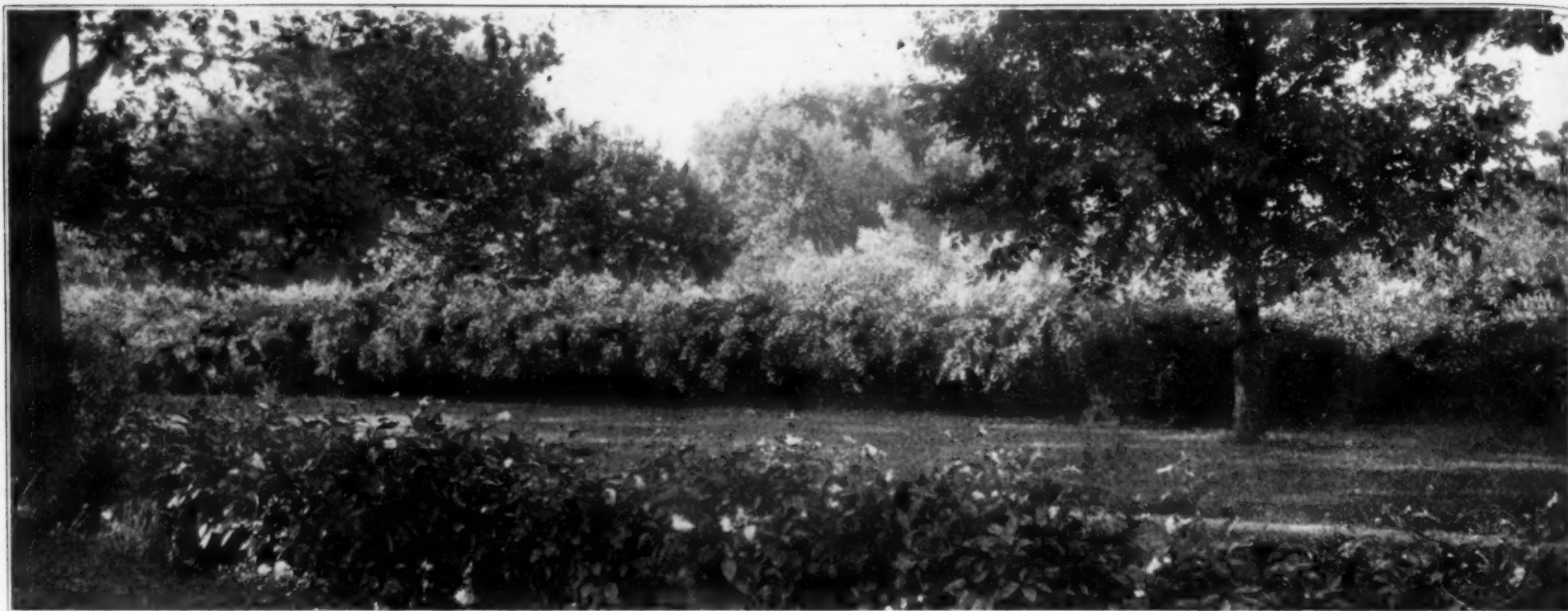
¹³Cook of Maryland, Smith of Massachusetts, and Graves of New York. (Smith was first appointed by the state board of education.)

¹⁴Finegan of Pennsylvania.

¹⁵See footnote No. 14.

¹⁶Abercrombie of Alabama, Brooks of North Carolina, and Wooster of Kansas.

¹⁷Bulletin No. 5, 1915, of the United States Bureau of Education, p. 27.



A BIT OF THE CAMPUS, NORTHERN ILLINOIS STATE NORMAL SCHOOL, DE KALB, ILL.

Beautifying Village School Grounds

Frank K. Balthis, DeKalb, Ill.

(Continued from May)

In all landscape plans shrubbery plays an important part because of its variations in height—medium, tall or low growth, and its adaptability to so many situations. The place to locate shrubbery is at the entrance to the grounds, in foundation planting in the border or along the fence lines, as screens to hide unsightly views or objects.

The choice of shrubs is not of so much consequence as the place they are to occupy. Native kinds are especially desirable on school grounds because they are educational, permitting the children to observe the plants which are indigenous to their native land. Several species of foreign importation are especially desirable because of their fine texture, beauty of flower and fruit, and proved hardiness. Among these may be included the bridal wreath (*Spiraea Van Houttei*), Japanese barberry (*Berberis Thunbergii*), Ramanus rose (*Rosa rugosa*), and the common hydrangea (*Hydrangea paniculata grandiflora*). These are among the most popular shrubs and are iron-clad, standing low temperatures without injury.

Tentative List of Shrubs for Various Purposes.

Shrubs for quick effect—screening.

Red osier dogwood.
Amor river privet.
Bush honeysuckle.
Mock orange.
Nine bark.
Elderberry.

Trees for quick effect.

Silver maple.
Tree of heaven.
Western catalpa.
Mulberry.
Poplar (several kinds).
Black locust.
Willow (in variety).
Norway spruce.
Scotch pine.

Trees grown for quick effect should be removed when the permanent plantations have attained sufficient size; they should always be removed when they begin to encroach on permanent plantations as their roots deplete the soil of plant food and moisture.

Flowering Trees.

Red maple (flowers appear before the leaves unfold).
Horse chestnut.
Crab (in variety).
Plum (in variety).
Catalpa.
Pussy willow.
Hawthorn.
Red-bud.
Cherry.

Flowering Shrubs—Spring Flowering.

Shad bush.
Spice bush.
Japanese quince.
Golden bell (*Forsythia* in variety).
Witch hazel.
Flowering plum (*Prunus triloba*).
Snow garland.
Bridal wreath (*Spiraea prunifolia*).

Shrubs. Early Flowering — after the leaves appear.

White fringe.
Red osier dogwood.
Deutzia lemoinei.
White kerria.
Missouri currant.
Van Houtte's spirea (*Spiraea Van Houttei*).
Black haw (*Viburnum prunifolia*).
Morrow's honeysuckle.
Tartarian honeysuckle.

Flowering during early summer.

Siberian dogwood.
Grey barked dogwood.
Japanese privet (does well in shade).
Mock orange (in variety).
Smoke bush.
Hydrangea "Hills of Snow" (good in shade).
Roses in variety.
Arrow wood.
Chinese lilac.
American elder.
Withe-rod (a fine shrub).
Highbush cranberry.

Flowering during late Summer.

Witch hazel.
Rose of Sharon.
St. John's wort.
Shrubby cinquefoil.
Crimson spirea (*Spiraea bumalda*, Anthony Waterer).
Tamarix in variety (also flowers in early summer).
Large flowered hydrangea.

Shrubs useful for low foundations. Growing about three feet high.

Japanese barberry.
Regel's privet (does well in shade).
Spirea Anthony Waterer.
Spirea Froebeli.
Deutzia Lemoinei.
Globe flower.
Snowberry.
Indian currant.
Gold flower.

Shrubs of medium height (four to seven feet high).

Five-leaved angelica.
Dogwood in variety.
Weigelia Eva Rathke.
Golden bell (*Forsythia intermedia*).
Amor river privet.
Regel's privet.
Flowering plum (*Prunus triloba*).
White kerria.
Flowering currant (*Missouri currant*).
Bridal wreath.
Van Houtte's spirea.

Persian lilac.

Withe-rod.

Tall growing shrubs (more than 7 feet).

Red bud (small-tree-like).
Fortune's golden bell.
Dark green golden bell.
Morrow's honeysuckle.
Tartarian honeysuckle.
Mock orange.
Lilac in variety.
Highbush cranberry.

Native Shrubs.

Low growing—

New Jersey tea.
St. John's wort.
Snowberry.
Indian currant.

Medium height—

False indigo.
Choke berry.
Carolina allspice.
Buttonbush.
Strawberry or burning bush.
Wild hydrangea.
Roses in variety (*Rosa setigera* is a fine species. *Rosa carolina*).

Tall growing—

Shadbush.
White fringe.
Hazel nut.
Burning bush.
Elderberry.
American bladder-nut.
Snowball (*viburnum*) in variety.

The more refined shrubs should occupy a place in foundation planting or near the building; they may also be used as specimens, and as accents for informal groups. Examples of these are: Bridal wreath, Japanese barberry, ramanus rose, hydrangea, the variety of the native type "hills of snow," Regel's privet, highbush honeysuckle, Persian lilac, the small-leaved mock orange, and kindred varieties of similar leaf texture. In the more remote sections of the grounds courser-leaved things may be used. Among these are the ninebark, elderberry, shadbush, viburnums, cornus, hazel, common lilac, Chinese lilac, and sumac.

The planting of shrubs requires care, although they will grow with very little attention. When received from the nursery the plants should be heeled in and watered unless preparations have been made for immediate planting. The shrubbery border should be outlined and spaded to have the soil in good tilth. It is not good practice to dig individual holes in sod; this may be done if the space between is immediately spaded and the sod turned under. Individuals should be properly spaced, although, oftentimes, close planting is resorted to to pro-



THE NORTHERN ILLINOIS STATE NORMAL SCHOOL, DE KALB, FROM THE LAKE.

duce a quick effect. However, as soon as the plants touch they must be thinned to permit free development; thinning must occur regularly until sufficient space is gained for permanency.

Holes for shrubs should be dug large enough to allow spreading of the roots, the soil should be tamped with the feet as the holes are filled. The depth to plant depends on the variety, but a good rule is to set them a little deeper than they stood in the nursery which may be determined by observing the soil adhering to the roots. Varieties like the privet may be planted quite deep as they have the capacity of rooting along the stems. Many planters make the mistake of not cutting back sufficiently at the time of planting. All shrubs, to respond quickly, should be cut back at least one-third or more of the previous year's growth. Hard, woody stems should be thinned by cutting off at the base to permit free development of the newer growths. Shrubbery may be transplanted at any time, but if in full leafage it is necessary to remove a part of the foliage to retard transpiration. The best time, however, to carry on planting operations is when the plants are dormant, either in early spring or fall.

There are several things to keep in mind when grouping shrubs: their time of flowering, their color effect, height, and their adaptability to sun or shade. When several varieties are to be grouped together it is well to so arrange the individuals that each kind will not appear in clumps; rather permit them to intermingle to avoid spotty effects. There should be a harmonious blending of foliage, and, when those composing the group are expected to furnish continuous bloom for any length of time they must be arranged so that the group as a whole will flower harmoniously. The tall varieties will be largely confined to the background although it is well to permit them to appear in the foreground occasionally to avoid strict regularity.

Low trees, such as the flowering crabs, plums, redbud and hawthorn, are very valuable in the large border. Some of the flowering crabs are very beautiful with their delicate shades of pink, the varieties Scheideckeri, Parkmani, and the double flowering Bechtel's especially so. The common wild crab and wild plum should find a place on every school ground. These low trees are useful as background for shrubbery or for planting in combination with it.

There is no class of plants that can quite fill the place of vines in some phases of landscape planting. They are especially desirable for screening purposes, for porches, fences, and out-buildings where space for other vegetation is limited. Some of them are particularly de-

sirable for their flowering qualities, others furnish light, airy effects, and varieties may be chosen for flower and fruiting propensities. The perennial varieties may be expected to improve with age if they are properly pruned, fertilized and given ordinary attention. Many brick and stone buildings would be greatly improved if Boston and Engelman's ivy were planted around the base. However, a common mistake is met with when these are permitted to hide masonry of real architectural beauty. Boston ivy is preferable for low walls; it occasionally winter kills but soon regains its old-time vigor and beauty. Engelman's ivy is a very rampant grower, covering the highest walls; it, however, is quite likely to fall of its own weight during severe winds. Climbing roses and honeysuckles are exquisite in their loveliness and deserve extensive planting.

In the list of desirable perennial vines may be included the following as a basis of choice: **For brick and stone walls.**

Engelman's ivy (*Ampelopsis Engelmanii*).
Boston ivy (*Ampelopsis Veitchii*).
Trumpet vine (*Tecoma radicans*).
Climbing Evonymus.

Flowering Vines.

Dutchman's pipe (*Aristolochia Siphon*).
Clematis in variety.
Honeysuckle (*Lonicera* in variety).
Roses in variety.
Wisteria.

Vines with dense foliage.

Virginia creeper.
Dutchman's pipe (a good vine with Hall's Honeysuckle).
Trumpet vine (good to use with Engelman's ivy).
American bittersweet.
Japanese bittersweet (fruits better than the American).

Matrimony vine.
Climbing roses.

Fast growing vines.

Trumpet vine.
Dutchman's pipe.
Japanese Honeysuckle.
Japanese hop (self sows frequently).
Japanese Clematis (*Virgin's bower*).

Vines useful for fruit and flower.

Silver vine (*Actinidia*).
Five-leaved akebia.
Virginia creeper.
Bittersweet.
Matrimony vine.
Roses—climbing.

(To be Concluded)

INTERESTING FACTS.

By H. E. Stone.

1. Before 1899 we knew nothing about the way in which yellow fever was carried from person to person.
2. Anthrax vaccine was announced by Pasteur in 1881. Rabies vaccine was devised by him in 1885.
3. Oxygen was discovered by Joseph Priestley in 1774.
4. Explorers in central New York mentioned an Indian remedy containing petroleum as early as 1630.
5. The language of prescriptions is almost universally Latin. This is because the Latin names of medicine are definite, universal, and generally known only to physicians and pharmacist. Thus they make for secrecy.
6. It is said that the three balls in front of the pawn shop date from the time when the De Medici family in Italy were dispensers of pills and had for a sign the three pills. This sign was retained by them when they became money lenders and remains in use today.
7. The miner's safety lamp was invented by Sir Humphrey Davy, England's greatest chemist (1778-1829).
8. Henry Cavendish, an English chemist (1731-1811) discovered hydrogen, and determined specific gravity of gases.



SEAT CONSTRUCTION USED ON A ST. LOUIS SCHOOL PLAYGROUND. PROTECTION IS AFFORDED THE TREES AND CHILDREN HAVE COMFORTABLE SEATS.

Trials of a School Board President

By One of Them.

"There are altogether too many parties being held by the school children. I am going to see to it that that sort of thing is stopped. The schools should be for study and not for parties. I will stop these goings on."

The foregoing quotation is taken from the remarks of the supervisor of the particular township where our school is located. That supervisor is a political power. He has a machine built up from a host of people who believe that schools are nonsense anyway and that school taxes are a waste of money.

Now in our school we are very particular about our school parties. There are no parties given on any night during the week when there is to be school the next day. Friday night is usually the night for school parties and those parties are always supervised by our school superintendent and several of the teachers and they also come to an end promptly at eleven o'clock. That is, parties for the high school students end at eleven o'clock, parties for grade students end earlier.

The particular party which brought forth the remarks from the supervisor was one of the best parties we had ever had and the supervisor's own daughter was one of the leading students in making it a success. That supervisor is always talking about "getting together," "being sociable," etc., yet he takes exception to one of the best times the children of the district ever had. He made the speech that he did against school parties merely as a political move, to strengthen himself in the eyes of his followers who are opposed to schools of any description. When those remarks of his were brought to me by the school superintendent with the query, "What shall we do about future parties?" my reply was, "Keep on having them, just as long as these parties are not too frequent, as long as they are well conducted and supervised and do not interfere with school work, keep them up. The children enjoy them, they need them, keep them up, don't back up for an anti-school knocker."

The man who was going to stop our parties ran for president of our board last spring. He didn't come out in the open and make the race; he tipped off his friends to come out and write his name in on the ballot. He promised reduced school taxes, lower salaries and all sorts of reforms if he was elected. But his trick failed to work. His plans were overheard and "tipped off" to people who were friends of the school and he was snowed under two to one. He would have polled a larger vote but a large number of his followers were so illiterate that they couldn't write his name on the ballot. Other followers of his voted for him at the election of another district which was being held in the same building at the same time.

One citizen of our district is always loud in his protests against what he calls the waste of light in our building in the evening. Our town has no suitable community center so the school is used for school parties, boy scout and camp-fire girls' meetings, orchestra and band practice, Red Cross meetings, and other public affairs. This particular citizen who is continually bawling me out about wasting the taxpayers' money in useless light bills is not a property owner himself so he pays very little taxes, he has no children, yet he is more concerned about what his school board is doing than he is about his own business. And he never loses an opportunity to work against anything that is for the good of the public schools of our district. And he isn't alone in his tactics. There are lots of others just like him.

Our school board has been through a particularly trying time during the last year. We have had three elections on the proposition of building a new building. We carried the first election, then a supreme court decision on a case which had been in the courts for seven years took part of our district away from us and the votes from the territory which we lost had to be taken from our total vote. We were left with authority to purchase a schoolhouse site and with authority to issue bonds but we lost the proposition of authority to build a building. The fact that we had carried the first election was a great surprise to the anti-school crowd who had thought such a result impossible. We resubmitted the proposition of authority to build a building to the voters and then the fun began.

The anti-school crowd, led by the supervisor above quoted, a prominent retired farmer who didn't believe in schools, the man who objected to the waste of light, and by a well educated attorney who had been voted off the board because he was using his office of President of the board for his own personal political ends, rallied to defeat the proposition. And they did defeat it by sixty votes. The former president carried with him what might be called the balance of power. About sixty or seventy of his personal friends and former office holders who had been voted out of various public offices by an outraged public, voted with the always and absolutely anti-school crowd and succeeded in defeating the proposition giving the board authority to build a building.

A few months later a citizens' committee, appointed by the local paper, presented a petition for another election on the proposition. At this election the proposition was defeated by about one hundred votes. Once more the disgruntled former president and his balance-of-power crowd had swung in with the anti-school crowd and defeated the proposition. This faction openly boasted that when a new school was built they would build it; that they were opposed to it at this time because they didn't want myself and some of my colleagues on the board to have our names on the corner stone of the new building.

That sort of sentiment among a small faction is keeping our school from having adequate quarters, and is sending the boys and girls of our district to school in basement classrooms right next to toilet rooms. That sentiment is holding back a square deal for the children, and that sentiment is expressed by people who claim that they are for good schools. So far as I am personally concerned, and as far as my fellow board members are concerned, we don't care whether or not our names are ever on a new schoolhouse. We are working for the good of the children of the present and future; for the good of the future citizens of America.

But this political condition in our district has made many problems for us to contend with. For instance, the increasing anti-school vote at each succeeding election has aroused the radical anti-school element to a realization of their strength and for a time there was talk of a petition being circulated to call an election on abolishing our township high school district. Now our high school district rents quarters from a grade school. Our rent is cheap and our last year's tax rate, the highest, by the way, in the history of the school, was only ninety cents on an assessed valuation of one hundred dollars—less than one-half of the rate which is allowed by law.

Despite our low rate the anti-school element put up an awful roar about school taxes, and

following the show of strength at our new building elections, there was a decided sentiment in favor of having a vote to do away with the high school district. Our board met and went carefully over the situation. We had been voted authority to purchase a five acre school site. To do that meant that we would have to pay for it out of direct taxation as we could not issue bonds until our entire proposition was carried and we were voted authority to build a building. To purchase our site out of the proceeds of direct taxation meant that our next year's tax rate would have to be more than double the present rate. With the anti-school sentiment running high we were frankly afraid to make any such boost in taxes. We concluded that we must at least save what we did have and stop the agitation to abolish the district. We issued a statement to the public saying that we were the servants of the people, and as such, we were ready to abide by their expressed wishes; that we considered their expression at the last two building elections as a positive expression of their opinions and that, therefore, our board would take no further action in the new school matter until the expressed wishes of the people showed that a majority of them were ready to go ahead with the whole proposition. Therefore, we had cancelled our option on a schoolhouse site and dropped the matter entirely.

When that statement reached the public, the agitation to abolish the district stopped. The people saw that there would be no increase in taxes to pay for an idle school site and they were satisfied to leave things as they were. All but that balance-of-power crowd. They were very much chagrined at our action. They wanted us to buy the site, boost the taxes, and give them political ammunition to defeat us at future elections. Then with the site bought they hoped some day to get control of the board and build the new building. But our board saw the probable loss of our school district if we boosted taxes enough to buy that site. So we acted as we did to save what we did have. We even went further than that. We made our tax levy so low that the next tax bills will show a decrease in school taxes instead of an increase. We probably will have to borrow money to run our school for a month or two, when we get to spending our last levy, but as one of our members said, "We'll have one tax bill lower than the one before it, anyhow, and that will kill for a long time this talk to abolish the district, and it will also head off some of these radical anti-school fellows who are going to try to get on this board next spring."

It seems a shame that the good school element cannot be in the majority in every school district but there are hosts of districts where like our own they are really in the minority, and in such districts we board members must scheme and contrive as best we can to give the children the best education we can give them without blowing up the whole works and losing everything. There are lots of little petty annoyances that every school board president and member has to contend with in the service to the public.

There are the people who are continually running to the president of the board or to some member to complain that their child is not getting along as well as he should or that some teacher seems to have it in for their children, etc. In connection with this sort of complaint I believe we have a solution. I have found out that with a good superintendent and a competent teaching force that sort of complaint will dwindle to the minimum. In fact, for the past two and one-half years there hasn't been a single kick of that kind made to me or to any member of our board. The reason I give for this state of affairs is that we have tried our

hardest to bring our teaching staff up to what it should be and any little complaint made to our superintendent is quickly investigated and taken care of by him and the situation complained of is remedied before a complaint to the board becomes necessary.

And nearly as bad as the continual complaining of the school patrons when complaints are in order, is the complaining of the teachers. I have had teachers run to me and complain about other teachers, about the superintendent, about the various children, about the people of the community; in fact, about everything at all related to or affecting the school. No one was just right, in their opinion. None of the equipment was as it should be; in fact, the whole world was wrong and out of step except themselves.

The remedy for a complaining teacher is to let her complain to some one else. Get rid of her as soon as possible; the more you listen to a complaining teacher who is out of tune with everyone and everything, the more trouble you invite for yourself and your school. We have found that the solution for both complaining public and complaining teachers is to clean house and get a strong staff and a competent superintendent. Such a staff may cost a little more than the other sort, but they are worth it, and the school is far ahead in the end.

Another annoyance that comes up in the life of a school board president is the complaints of the pupils of the schools themselves. A few years ago I was waited upon by a delegation of students who wanted a certain instructor removed. So far as I could learn their only grievance was that this particular instructor was not teaching certain subjects as they, the students, thought they should be taught. I gave that delegation a good lecture and referred them to the superintendent of schools who evidently told them where they belonged, for that insurrection was stopped then and there and nothing more was heard of it.

A couple of months ago two boys in our school ran away to see the world and seek their

fortune. These lads had not had any trouble at school nor in their homes. They were simply the victims of the unrest which pervades the world today. They wanted a change so they ran away. At once the anti-school crowd started shouting, "That's what happens when kids go to school too long." It never entered the minds of those people that possibly, if those youngsters had had a gymnasium to play basket ball in, if they had had a football field to play on, if they had had a school equipped to give them what they should be receiving in the educational line at their age, if they had attractive homes and home amusements, that life in the home town would have been so interesting for them that they wouldn't want to run away to find something that they didn't have in their own community.

It is surprising how many of one's friends and acquaintances have friends who are teachers and how many of these people call on you and want you to use your influence to get So-and-So a position. And it is also surprising how many schools fill their vacancies in this manner regardless of the fitness of the applicant for the particular position sought. Then there are also "friends" who have other friends who deal in some of the many supplies which a school needs, and a school board president or member is continually being sought to influence the purchasing of some particular line of books or other school supplies. Personally, I know I have made enemies by turning a deaf ear to these "friends" when the goods their friends represented did not meet our particular requirements.

Then again, there is the subject of teachers' contracts which cause a good deal of worry on the part of a school board president or member. Every teacher is insistent upon having a signed contract. But when about Christmas time a teacher is offered a little more money somewhere else or wants to quit and get married, or go on a trip to Florida, or wants to leave for some other personal reason, the contract is regarded just about as a treaty was regarded by

Germany—as a "scrap of paper." A school board is expected to live up to a contract, but a teacher has the idea that she should be released from her part of it at any time. Resignations in mid-season are frequent, especially so in towns close to large cities where teachers want to go into the city schools for the larger salaries. If we school boards should start breaking contracts in mid-season just because we wanted to make a change, or because we could get some one else a little cheaper, or for any other reason, in about two years we would find ourselves blacklisted and unable to get a decent teacher; yet the teachers keep breaking contracts with us and expect us to like it.

I hope that the time will come when there will be professional ethics among school boards which will make it impossible for a teacher to break a contract and immediately start teaching in another school. If we don't protect our school interests no one will protect them for us. Our board now refuses to accept a resignation during the year except in case of sickness or some other extreme case. If a teacher quits she does so on her own responsibility and must take her chances when referring to us for a reference. Mid-year resignations upset the whole school routine and often seriously retard the entire year's work.

The trials of a school board president or member are many and varied. He is beset with many trying situations of which the general public knows nothing. If he is the kind of school president or member he should be, he will put aside personal likes and dislikes, put aside favoritism, and disregard outside influences as far as possible. He will keep himself at all times attuned to the sentiments and cross currents of the people whom he serves, and be always on the alert to so interpret those sentiments and currents that he will be able to diagnose and understand them and do the best that he can for the institution which he serves. He will keep always in mind that his greatest duty is to the children.

Iowa Teachers' Salaries During Two Wars

Don C. Rogers.

It is interesting to study the status of teachers' salaries during the last ten years—the period just before, during, and since the World War—and to compare the financial welfare of our teachers now with the welfare of those teachers who lived a half century ago, during the Civil War. Both of these wars involved the nation's energies and material strength to the utmost, and the periods are roughly analogous. Burgess' has made a study of teachers' salaries during the Civil War days, and the teachers' salary figures in this article for the World War period resulted from a study of the Iowa situation from 1913 to 1923.²

Graph I (based on data in Table I) shows the trend of salaries for Iowa city superintendents, high school principals, high school teachers, and grade teachers (1917-18 to 1921-22) for ten years. Both sexes are included and the salaries of from 2,000 to 10,000 persons are represented for each year. The number of cases involved ranges from 682 superintendents, 257 high school principals, and 1,239 high school teachers in 1913-14, to 744 superintendents, 714 high school principals, and 3,121 high school

teachers in 1922-23. From 2,000 to 6,000 grade teachers' salaries are included for each year indicated. Examination of Graph I shows that the average superintendent in Iowa was paid \$113 a month in 1913-14, the average high school principal received \$91 a month, and the average high school teacher earned \$75 a month. Only slight increases occurred until the time when the World War was actually upon us; then, for three years the salaries for all classes of teachers climbed rapidly. Since 1920-21, however, the curves of salary increase flatten out, and they are now turned downward.

Based on the 1913-14 ratio between the salaries of Iowa city superintendents, high school principals and high school teachers, relatively the superintendents gained the most and the high school principals the least during this ten-year period. In 1913-14 the high school principal's salary exceeded that of the high school

teacher by 21 per cent, and the salary of the city superintendent exceeded the high school teacher's salary by 51 per cent. Now, in 1922-23, the salary of the high school principal is barely ten per cent greater than that of the high school teacher, whereas the superintendent's salary is 67 per cent greater.

The school year 1918-19 was the year when the rapid rise in salaries started, 1920-21 represented the greatest increase, but 1920-21 was also the breaking point. Slight salary increases occurred in 1921-22 but these have been more than offset (except in the case of superintendents) by the decreases of 1922-23. The salaries for 1922-23 have been lowered from those of 1921-22 as follows: City superintendents, one per cent; high school principals, three per cent; and high school teachers, four per cent. (No 1922-23 data on grade teachers.)

Table I lists the average monthly salaries of Iowa city superintendents, high school principals, and high school teachers for a ten-year period. The total number of teachers represented varies from more than 2,000 different persons in 1913-14 to over 10,000 persons in 1921-22 (grade teachers included in 1921-22 but not in 1913-14). This table indicates that the average superintendent of schools in Iowa receives \$257 per month—\$3 less than last year; the average high school principal gets \$169 per month—a decrease of \$5 from last year; and the high school teacher averages \$154 per

TABLE I. Average Monthly Salaries (9-Month Basis) of Iowa City Superintendents, High School Principals, High School Teachers, and Grade Teachers, for Each of the Last Ten Years (Incomplete Data on Grade Teachers).

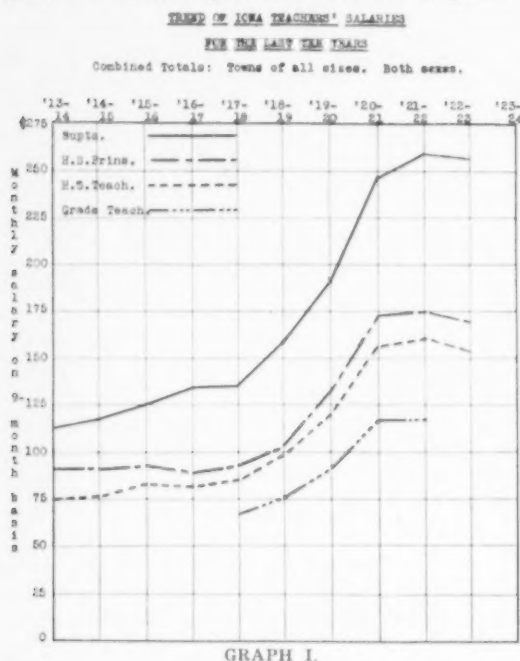
Year	Superintendents	High School Principals	High School Teachers	Grade Teachers
1913-14	\$113	\$91	\$75	
1914-15	118	91	77	
1915-16	125	93	82	
1916-17	133	90	81	
1917-18	134	93	84	
1918-19	159	104	98	\$ 68
1919-20	190	132	120	92
1920-21	247	172	156	118
1921-22	260	174	160	118
1922-23	257	169	154	

¹W. R. Burgess, "Trend of School Costs." Russell Sage Foundation publication, 1920.

²Data from: Annual school reports to the Department of Public Instruction in Iowa. Annual directories of the Department of Public Instruction in Iowa. Midland Schools directories. Correspondence with the Commissioner of Labor Statistics of the United States Department of Labor. Monthly Labor Reviews.

month—a loss of \$6 per month from last year's figures.

Has this World War period been an historic cycle with monetary rewards for teaching simi-



lar to those of previous cycles? Are our recent salary fluctuations but a replica of similar conditions occurring a half century ago? The answer to this question is determined by three factors: (1) the salary increases of the two periods, (2) the changes in purchasing power of salaries during the respective periods, and (3) the relative positions of the teachers as to cost of living at the beginning of the periods. Data on these three factors are presented in Graphs II, III, and IV (based on Table II).

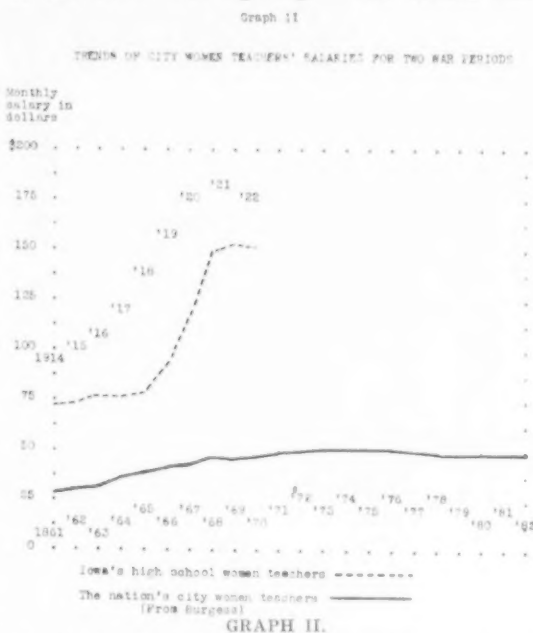
TABLE II. City Women Teachers' Salaries, the Cost of Living, Ratios Between Salaries and the Cost of Living, and Indices of These Ratios, for Each Year of Two War Periods.

Year	Weekly Salaries City Women	Weekly Cost of Living	% Salary Is of Cost of Living	Index
1861	\$ 6.91	\$ 7.66	90	100
1862	6.80	8.26	82	91
1863	6.95	10.02	70	78
1864	7.67	13.10	57	63
1865	8.57	13.54	64	68
1866	9.51	13.45	72	80
1867	10.40	12.95	81	90
1868	10.81	13.05	86	96
1869	11.07	12.25	90	100
1870	11.88	11.58	103	114
1871	11.43	10.88	105	117
1872	11.79	10.81	109	121
1873	12.34	10.61	116	129
1874	12.46	10.40	120	133
1875	12.69	10.16	123	137
1876	12.74	9.77	130	144
1877	12.78	9.66	132	147
1878	12.65	8.72	145	161
1879	12.53	8.61	145	161
1880	12.20	8.73	139	154
1881	12.29	9.04	136	151
1882	12.21	9.33	133	147
1914	17.92 ²	12.83	140	100
1915	19.08	12.66	151	107
1916	19.00	14.20	132	94
1917	19.80	18.50	107	78
1918	23.20	21.42	109	78
1919	29.75	23.63	126	90
1920	37.10	25.50	146	104
1921	38.00	21.82 ³	174	124
1922	37.80	20.87 ⁴	181	129

Graph II shows the increases in monthly salaries of the nation's city women teachers from 1861 to 1882, and of Iowa's high school women teachers from 1914 to 1922. For these two groups salaries were respectively raised about 75 per cent in the first ten years of the Civil War period and about 100 per cent during the recent ten-year period. (Figures for several years after the Civil War period proper are shown in the graphs in order to depict the rising trend of the curves to their peaks—to the breaking points from which they descend.) The World War period shows the more abrupt shoot upward in curve of increase; the former shows continued and persistent growth. Apparently, teachers in the modern period were much better off at the beginning of the war, and they made more rapid and greater gains than did

the teachers in the earlier day. Whether such is truly the case, depends on purchasing power of salaries during the two periods.

Graph III shows the change in purchasing power of the teachers' salaries from 1861 to 1882 and from 1914 to 1922; 1861 and 1914 are the bases. The unbroken line shows that the purchasing power of the teachers' salaries dropped rapidly in value from 1861 to a point, in 1864, where it was worth scarcely more than half of its 1861 value. From 1864, however, its value rose rapidly and consistently, not falling again until 1879—about 15 years after the close of the Civil War fighting.³ The broken line



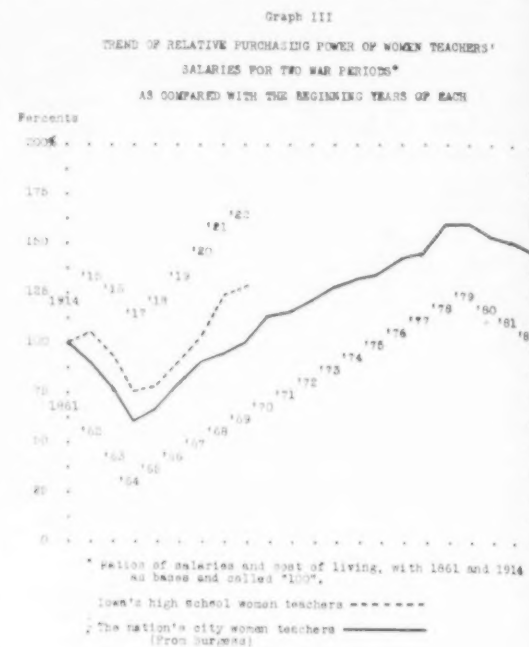
shows the fluctuations in value, as represented by purchasing power of Iowa high school women teachers' salaries, from 1914 to 1922. In 1917 and 1918 the purchasing power of the Iowa teachers' salaries had dropped to about 75 per cent of its 1914 value. Since then, it has increased in value consistently. The purchasing value of the Iowa high school women teachers' salaries has closely paralleled the course of the value of the city women teachers' salaries in Civil War days.

There is no outstanding balance in favor of the 1914-1922 period over that of 1861-1882 from the standpoint of differences in salary, even though teachers in the Civil War days received only about two-fifths as much as teachers of the recent period did; other factors can easily offset that difference. Neither is either period significantly favored from the standpoint of purchasing power of salaries. In each period, the decrease and rise in the purchasing power of the teachers' salaries paralleled each other closely, as based on 1861 and 1914 respectively. It is not until we examine the data shown by Graph IV that we approach the heart of the situation. Graph IV shows that the average city woman teacher of 1861 received a wage equal to only 90 per cent of what the cost of living was at that same time; but the average high school woman teacher in Iowa in 1914 received a salary about 40 per cent in excess of her living needs. (Based on the assumption used by Burgess that these cost of living figures approximate the true living needs of teachers as well as the needs of a working man's family). The Civil War teacher evidently had a hard life. In 1864 her salary was as low as only 60 per cent of her needs for a living, and for ten

³Data on city women teachers' salaries from 1861 to 1882, and data on cost of living from Burgess, *ibid.* His cost of living figures are based on continued consumption of the same amounts of the same articles apportioned according to needs in a workingman's family of four. While not strictly comparable to a teacher's needs, they are useful to show trends. No other better cost of living data are available, and, in researches in the business world and in other educational studies besides this Russell-Sage Foundation publication, these data are customarily used.

The 1921 and 1922 cost of living figures are based on the United States Department of Labor index of "Changes in Cost of Living in the United States," as reported in various Monthly Labor Reviews.

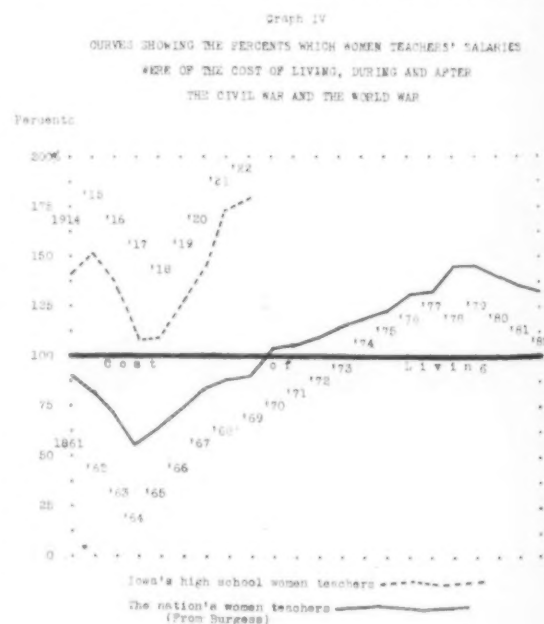
years, from 1861 to 1870 inclusive, at no time was she earning enough salary to meet the cost of living. In other words, the teacher in Civil War days was teaching at an economic loss and must have been subsidized throughout the en-



tire period. On the other hand, at no time in the last ten years have Iowa's high school women teachers received less money than it cost them to live.

Instead of teachers' salaries reappearing in an historical cycle, they have evidently spiraled upward. Increases in relative amounts of salary have been justly comparable for the two periods, changes in value of the purchasing power of their respective salaries have corresponded closely, but it appears that the modern teacher has reached a higher level, compared with living needs. Whether this status will continue and grow, as it did for 15 years after the Civil War, time alone will determine.

There is a phase of this comparison that might cast some suspicion on the seeming fact that our present day teachers are so much better off than the teachers a half century ago. The cost of living index throughout these years has been based on the retail price of equal amounts of certain commonly used commodities.⁴ It can hardly be conceived that for over



80 years teachers would continue to consume the same amounts of the same articles. Take clothes for example; styles change, and standards of dress to which teachers are held by custom change radically. Another factor to re-

⁴Burgess, *Ibid.* Page 53.

(Continued on Page 130)

¹From Burgess.

²Iowa women high school teachers' salaries.

³Monthly Labor Review data.

⁴Monthly Labor Review data—first five months of 1922.

Some Problems of the Small Town School System

Harvey D. Douglass.

Rating Teachers.

The teachers in a school system should be graded. Workers in other lines of service are graded according to their ability, experience, and fitness for the position.

The grading of teachers secures better teachers for a longer term of service. The necessity of securing as good teachers as possible is readily conceded. It is just as necessary to keep the good teachers. Otherwise the school becomes a training school for teachers to get the experience necessary to secure a higher or more desirable position. The good teacher is worth as much to the school system that has her as she is to the school system that is after her or to which she is thinking of moving. A school system should keep the good teacher after they have helped to train her.

The average length of a teacher's service to a school system is two years. No organization of the character of a school system can function to its capacity when the workers remain only two years. A good school system is the result of years of development. It is not a "mushroom" growth of one or two years. Teachers are a vital force in a school system. A board of education should secure as good teachers as possible and retain them as long as possible.

Other things being equal, a teacher just starting in a school system is not worth as much to that system as she will be after she has been in the system long enough to know the pupils as well as the needs and demands of the system as well as the community.

Teachers are not worth the same salary considered from the standpoint of their educational qualifications. They have not received the same training. They do not improve themselves in service to the same extent. They do not perform the same class of work. Neither do they perform the same amount of work as to hours of service or as to responsibility.

The better class of schools have a grading system for their teachers. Because of this they have a minimum salary with certain additions for each year until the maximum is reached. These divisions are determined according to merit. Merit may be determined according to the following conditions:

Under the item of education we have the high school graduate, the normal school graduate with one and two years' training, and the college and university graduate of four years. Those having more than four years are so uncommon in the small school systems that there is no need of considering them.

Under the item of training we have those with training corresponding to the above. In some sections it is from as little as six weeks down to all grades of training from private, public, and parochial schools.

Under the item of certificate there are all grades from the lowest up to the highest grades issued. Above these are found the several degrees.

Under the item of improvement in service there are those who do nothing, those who read educational papers as well as books, those who do correspondence or extension work, or both, and those who attend summer school, or for a longer term on a leave of absence.

Under the item of years of service we have those who have just come to the system and

consequently have no years of service in it, and those who have performed from one to many years of service for the system. A teacher who does not improve in other ways than in experience in the system is generally conceded to reach the maximum of efficiency after five years and then to retrogress.

Under the item of position held there may be little work or much. In connection with this it is necessary to consider the salary for which a teacher equally as well, or better fitted for the position, may be obtained.

The above items should be one-half of the total and teaching ability the other half.

Under the item of teaching ability the rating should be considered according to the responses of the pupils in an educational way as determined by standard tests and measurements, and the fitness of the teacher for the position as determined by supervision.

The teacher should be started in the system at a minimum salary which is graded according to

1. The training the teacher has had.
2. The grade of certificate held.
3. The number of years' experience.

Any small school system of any size will encounter all of the above conditions. The minimum salary should be as high as the district can afford after considering positions in the same situation, and competition, in order that the best teachers may be attracted. The additions to the minimum each year should be high enough to make it worth while. Thus the minimum salary should be increased each year according to the number of years the teacher has been in service in the school system, which promotion or retention is incident upon improvement in service according to the following plans:

1. Taking and reading teachers' papers and magazines, and outside professional study, as teachers' reading circle books.
2. Attending some school which trains teachers.
3. Obtaining a higher grade of certificate.

The maximum salary should be high enough to keep the teachers in the system.

Even after following out the above in a systematic way there will be vacancies caused by ill health, matrimony, those who do not fit in the system, and those who leave for other reasons. The grading system is not a panacea, nor a cure-all for all the ills an educational system is heir to, but it does help immeasurably in attracting a better class of teachers, securing a superior quality of service from them because they have something to look forward to. They will be more efficient because they will realize that they are judged by scientific standards, and that if they are efficient in their work that their tenure of office is reasonably sure and that if they are not efficient that they will be released from the system at the end of the contract period, and possibly the resignation will be called for before.

Any school system is more efficient when a grading system for teachers is used.

Securing New Teachers.

It makes no difference how well any school system is managed there will be need of securing some new teachers at the beginning of nearly every school year. The mortality will vary in different years. Some will be leaving because they are looking for a new location, some will leave on account of matrimony, some because they are dissatisfied, and some because they are no longer wanted in the system.

They may no longer be wanted in the system for several reasons. They may no longer fit in the system or they may never have fit. Or they may have ceased to grow in service for some time and reached the point where they are going back or retrogressing. If they are transferred to some other system because of one reason or another it may rejuvenate them and because of it they may get a renewed lease of life and continue to function as efficient teachers for some years longer.

When the time for selecting teachers comes, no board or superintendent can be too careful. And even if they exercise all the care and ingenuity of which they are capable there will be times when they will select inefficient members of the corps because some facts of value have been overlooked or not presented by some one who knows.

There are several systems of judging teachers, all of them more or less complicated. However, the three main items are physique, scholarship, and character. The personality of the candidate is affected by all three. Each element must be judged from the standpoint of the candidate having them developed to the extent of fitness for the position.

Teachers should be chosen for the position they are to teach and then allowed to have that position and to do the instruction incident to the position. Too many times teachers prepare themselves for a position and then they are forced to take work for which they are not prepared and to take the classes for which they have no preparation. Teachers are usually frank to tell when they are not prepared for certain work. They are then told to do the best they can. Then they are sometimes let go at the end of the year with the idea that they are no good when the fact is that they have not been given a fair chance to show if they are any good in the work for which they are prepared and for which they engaged themselves to the board.

Another point of courtesy which should be observed more closely among superintendents and school board members is the hiring of teachers away from other school systems. Boards and superintendents will sometimes use every inducement to get a teacher to leave a position, even to the extent of resigning before the year is closed. And what a hue and cry these same gentlemen will raise if some other board or superintendent entices away some of their good teachers. The teacher is usually wrongly censured as being the only guilty party to the transaction. *The teacher will not resign at such time if there be no superintendent or school board that will hire her.* That is an easy solution. There is a growing sentiment among school men to hire a teacher who is under contract only after she has been gracefully and willingly released by the board where she is under contract.

Changing Texts and Purchasing Supplies.

Textbooks are the tools with which a teacher works, and consequently they help form the machinery of the school. The teachers in conjunction with the pupils are the operators.

The law in most states prescribes a term of years during which adopted textbooks may not be changed. This affords some protection but there is much promiscuous changing of texts.

A new superintendent arrives to take charge of the system, especially in the small towns, and at once proceeds to turn things "upside down" by changing texts so that they will be those with which he is familiar or to those with which he is familiar, or to those written by professors

Note—This is the fourth and last of a series of common sense articles on the problems of the small town school system. In the March number Mr. Douglass wrote on "Finding and Holding a Small Town Superintendent," in the April number on "The Superintendent and the Small School System," in the May number on "Small Town School Administration and Supervision," closing with the present article on "Some Problems of the Small Town School System."—Editor.

with whom he took work while he was in college. He is filled with loyalty and is enthused with the superior mental caliber of those from whom he has learned the material.

He should, however, go a little slow when it comes to a matter of changing textbooks. If he will wait a little while and examine those which are in the school and even work with them a little while he will be surprised at the excellent material he will find in many of them. This is not to be construed into the idea that texts are not to be changed. Far from it. Textbooks outlive their day as well as some other things. Also in this day of great advancement there is much advancement in the art of making textbooks. Scholars are all the time delving into the ruins of the past as well as exploring great areas of knowledge untouched before. Consequently much new knowledge is being put upon the market in improved form in the textbooks.

When after careful examination it is found best to change a textbook the matter should be taken up with the board which must make the adoption. Find out how long the text has been adopted. If it is for no longer time than the law provides, adoptions should stand. If the time of adoption has passed as provided by the law, call the attention of the board to the necessity for change. Then secure several publications of the subject and character wanted. There are scientific methods by which they may be evaluated. Never select a textbook upon the arguments of the agents or the advertising of the publisher *but upon what is in the book as adapted to the means for which it is to be used.* When the best one is found, ask the board to make the adoption.

It is not policy to try to get too many texts changed during the first year of incumbency. Recommend for change two or three where the need for change is greatest. The teacher who is to work with the text should also be asked to pass judgment. It should also be borne in mind that she will sometimes have her favorite texts, or the texts which her favorite instructor has written. Have her evaluate the different points in favor of the text which she desires and why she desires that one above all others.

Also keep in mind that she will not know the new text as well as the one with which she has been working, or with which she is familiar, or which she has studied. Consequently she may not be able to evaluate the new one as to the points in its favor. She should also be asked to make a study of the new text with the end in view of learning the points in its favor, and criticism of its defects. Much more will be accomplished if the teacher or a committee of teachers are consulted as to a change of texts.

Connection with Community and Civic Life.

There are two extremes as to the extent which superintendents usually enter into the life of the community. One extreme finds the superintendent holding aloof from every movement of every kind. The other extreme finds him in connection with everything, or at least trying to be. There is a happy median between these two extremes in which the superintendent may be found in connection with the best interests of the community with honor and glory to himself and to the community.

It is not expected that the superintendent will control or direct the political affairs of the community, nor is it best that he should do so. Few men are capable of holding two positions at one time and filling both of them satisfactorily. One or the other is apt to be neglected. He has been engaged as superintendent of schools. *That is his job and that is the one to which he should apply himself.*

It is not expected that he will police the community even though he may find it necessary

to bring the proprietors of the pool rooms to time if they persist in holding school boys or allowing them to make the pool room their "hang-out" when they should be in school.

He should connect with the organizations which are working to better the civic life but he does not need to run the church with which he happens to be affiliated, baptize the children, nor perform the marriage ceremonies. There are proper church officials or authorities who are engaged for that very purpose.

He must necessarily control the character of the dancing that is carried on in the school gymnasium, but he need not be a public welfare servant of all the dance halls of the community, public and private, because of this. When some citizen or parent calls his attention to the situation outside the schools, because of some child which the parent is unable or un-

willing to control, in school or out, politely call the attention of the irate parent that it is his or her duty to enter the complaint.

The superintendent can be worth while in the body politic without becoming a professional politician and render the greater service to the community for which he is working or with which he is associated. He can control the morals and the welfare of the pupils during the hours that they are away from the school for home purposes without usurping the duties of the police force or of the sheriff's department.

Some superintendents are not satisfied unless they are mixing up in all the affairs of the community. This is rather spectacular, but once again, *remember what the superintendent's real work is.* The superintendent was not engaged for those other jobs but for the position of superintendent of schools.

The Bloozeburg Schools

Mrs. Mark Patfly, the mother of Vanilla Patfly in the third grade, is very indignant. It seems that Vanilla went home and told her folks that her teacher insisted on Vanilla's writing with an arm movement. Vanilla also cried a little and declared that she never could learn to write the way the teacher wanted her to. Thereupon Mrs. Patfly instructed Vanilla, "You go and tell that teacher of yours that we are taxpayers in this school district, and that you can write any way that you please." Vanilla did as her mother told her, and Miss Gray, her teacher, rejoined that as long as Vanilla was in her room she would write the way she wanted her to write or she would not write at all. On hearing this, Mrs. Patfly immediately put on her best black dress, and went up to school to see Mr. Blanckly, the superintendent. He told Mrs. Patfly that Miss Gray was right, that he was glad that she had taken the action she had. Mrs. Patfly declares that he said quite a few other horrid things. Mrs. Patfly is planning to get out a petition to have the school board fire the superintendent.

Julius Grump, the janitor, says that if he has to move any more seats, he will resign. Last Monday he had to move two seats in the sixth grade room because Miss Stark claimed that the girls who occupied them were not comfortable, and yesterday he had to put a new seat in the third row in the eighth grade room. Julius thinks that whenever time hangs heavy on the teachers' hands, they have him move seats for the pleasure of seeing him work. He also declares that he has never seen as much waste paper on the floor of any other school-room as there has been in the sixth grade this year.

Miss Eisburg, the second grade teacher, is very much discontented because she is never invited out. She says that at Pumpville where she was last year she had the time of her life, never had an evening to herself. She thinks that it is a shame that Bloozeburg people do not make more of their teachers.

Miss Sniphsharp, who lives across the street from the schoolhouse, thinks that it is terrible how extravagantly the Bloozeburg schools are run. Twice last week, when the temperature was away below zero, she saw lights in the school basement about eight o'clock in the evening. She states that each time she feared that burglars might be in the schoolhouse, and she bundled up and walked over, and peeped in through the basement window. Both times, the janitor was sitting there reading his evening paper, when he ought to be at home instead of reading at the schoolhouse where taxpayers like herself have to pay the light bill. She has

reported the matter to Mr. Blanckly, but she believes that he has done nothing about it. She has an idea that she ought to get out a petition asking the school board to dismiss both the superintendent and janitor.

Miss Eisburg has written a letter to Nellie Wind, who was her room-mate at Pumpville last year, informing her that she likes Bloozeburg very much. She told her, too, that the superintendent is a queer duck in a good many respects, but that she finds Bloozeburg social life very congenial. She said that everybody is much more cordial and hospitable than the Pumpville people were.

Miss Larck, the fifth grade teacher, complains that her pupils do not know anything about long division. She is afraid that they did not learn much in arithmetic last year.

Miss Beecker, the science teacher, says that Superintendent Blanckly is not at all fair in his division of work among the high school teachers. Last month she was on hall duty two noons more than Miss Mowthie, the English teacher. If it happens again, she is going to register a vigorous protest.

Miss Larick, the fifth grade teacher, complains that Miss Stark of the sixth grade is very catty. She learned the other day that Miss Stark has been telling people that the sixth graders who were in Miss Larick's room last year are very poorly prepared in geography.

Mr. Sharpone contends that the school board makes a big mistake when it closes school to allow the teachers to attend conventions. He is positive that last month when school was dismissed so that the teachers could go to the state convention, Miss Puff and Miss Bluff never went near the convention hall. His sister, who teaches at Simkins City, and also attended the convention, saw them four times at three different department stores.

Superintendent Blanckly has been saying lately that he would like to abandon school work and go to fruit farming or selling sanitary supplies. It has been his opinion that serving the public as a schoolman is a thankless task, and that the sooner he could get out of it the better. He told his wife one day that only two per cent of the students appreciate what one does for them, and one per cent of their parents. The other day, however, Mr. McDougal, the father of Johnnie McDougal of the sophomore class, told him that he hoped he would be at the head of the Bloozeburg schools until Johnnie graduates, and now he thinks that school administration is the grandest profession there is.

The Administrative Organization of a Large City School System

Fred C. Ayer, Professor of Education, University of Washington.

A very considerable amount of attention in school survey reports and the literature of public school administration during the past ten years has been given to the relations which exist between school boards and school superintendents. Recently the author of the article which follows was called upon to make a report upon the administrative organization of the Seattle, Washington, Public Schools, a progressive school system in a city of 350,000 inhabitants. After a careful study had been made of the status of city school organization both in Seattle and in other large cities of the United States, the report which is given below was submitted. As the problems of organization are essentially the same in cities elsewhere, the findings involved in this report will afford material for serious reflection by all who are interested in school board organization. Since the filing of this report, the Seattle type of organization has been modified materially in favor of greater centralization, and it now seems only a matter of time until a practically unified system will be in definite operation.

The Seattle Report.

1. The present form of administrative organization of the Seattle Public Schools is indicated in Fig. 1.



FIG. 1. PRESENT ORGANIZATION IN SEATTLE.

Under this form, the seven heads of departments indicated are coordinate and directly responsible to the board of directors. This multiplicity of departments was brought about a few years ago by the division of what, even in multiple headed organizations, is generally classified as superintendent's functions. The Seattle plan represents the extreme of decentralization in administrative organization. No other American city has more than five chief departments, the majority have two or three of which the education department is more or less dominant, while the recent tendency of progressive school systems elsewhere has been to adopt a unified system of administrative control with a single administrative head. Some outstanding and favorably known school systems which have this form of organization are Rochester, Detroit, Buffalo, Denver, Sacramento, Lincoln, Minneapolis, and St. Paul. Recently San Francisco has changed from a multiple headed school system to a single headed school system. With certain exceptions, in terminology and internal arrangement, the general form of administrative organization in these cities is indicated below:

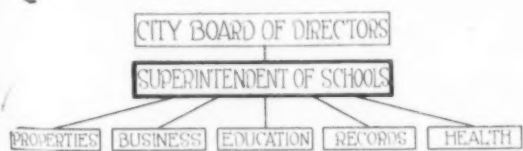


FIG. 2. PROPOSED PLAN FOR SEATTLE.

2. A centralized school system is more in line with good business principles than the present Seattle plan. The school district may well be looked upon as a corporation, the public as stockholders, the city board of directors as the corporation board of directors, and the superintendent as their chief executive or general manager. The large city school district is

vastly more intricate than the average corporation, but the need for good business organization is equally apparent. Large business corporations locate power and responsibility in one place, thereby securing concerted action and effective cooperation in the conduct and operation of the business. The following form of organization of the Pennsylvania Railroad Company is typical of the administration of the large corporations everywhere.

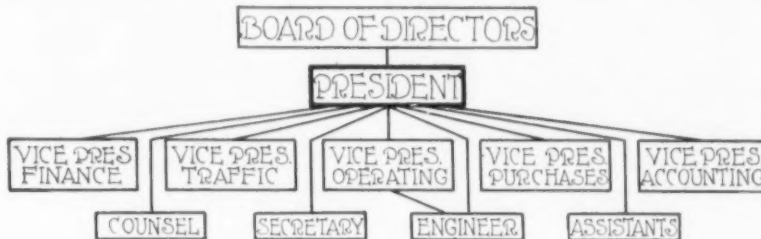


FIG. 3. ORGANIZATION OF THE PENNSYLVANIA RAILROAD.

The foregoing plan of administration is exactly the type recommended for the Seattle schools. The business administration of the schools and the educational administration go hand in hand and cannot be separated. The responsible executive and a unified administration have proved the best policy in both the business and educational world.

3. A centralized system is more effective educationally. Fixed responsibility puts a premium upon intelligent cooperation, whereas the present plan permits practices and expenditures of doubtful educational value and encourages discord, petty politics, and "passing the buck." The chief purpose of all school activities is that of education and the business side of school administration can only be called "good business" when it best subscribes to the education of the child. Moreover, the business side of education is as distinct as the business of railroading, insurance, or banking, and equally needs a trained executive in charge. The building program, budget making, and cost accounting must be adapted to school work, and not school work to buildings, etc.

Letters were sent to the superintendents of the larger city school systems in the United States requesting them to express their opinion of the form of administrative organization of the Seattle schools. All replies have been adverse. The following are typical of the remainder:

From Colorado: "In my opinion there are too many coordinate administrative heads in the Seattle schools. The superintendent of schools should be made the chief executive officer charged with carrying out the policies determined upon by the board of education."

From New York: "There is no one who has more direct interest in the cooperative efficiency of the whole system than has the superintendent. Therefore, he is the one who should be designated as the executive official of the board, and all other departments should be conducted under his direction."

From California: "There are too many holding coordinate positions on the board. Such a division of responsibility would seem to me hazardous."

From Michigan: "The plan of administrative organization of the Seattle public schools is the worst possible plan, that could be devised."

From Missouri: "You have the most uneconomical, unsatisfactory, unfeasible, unwork-

able form I have ever known."

4. The centralized system is less expensive. Returns in a study made at the University of California from over 40 cities of over 100,000 population, including all school expenses except capital outlays, show the average per capita cost in systems under a superintendent to be \$77.99, as compared to \$90.95 in systems under two or more heads. There is a certain necessary duplication of work in separate depart-

ments and there is likewise a tendency unduly to build up the personnel of each department. From Ohio, "I am obliged to express the opinion that our dual organization is not economical. To be very plain, I think that it is costing the board of education, at present, many thousands of dollars a year just because of this plan."

5. A centralized system offers the board of directors a unified leadership, eliminates a needless waste of the board's time in the handling of manifold reports, and makes it possible for them to devote their time directly to the consideration of major educational policies. The testimony of the superintendents and investigators of large city school systems indicates that the two most important factors of successful administration have been the personal cooperation of executives and the fixing of responsibility. Experience in both the business and educational fields has demonstrated that a multiple headed system is detrimental to each of these policies.

A study of the distribution of authority in the Seattle system is given on the two pages which follow. This study indicates a wide scattering of administrative control and the lack of a proper coordinating official. As a matter of fact, it is difficult to ascertain how effective cooperation can be carried out under the present plan unless the board of directors be kept in continuous session and its members exercise the expert functions of the leading executive officer. The board should, by all means, continue to establish, to exercise general control over, and to review the various activities and expenditures of the school district, but the immediate direction of the educational program and the active correlation of departmental inter-relations should be delegated to the board's chief executive officer, the superintendent of schools.

Status of Seattle School Administration.

The administrative functions listed in the accompanying table in the first column to the left are vested in the several school officers as indicated in the columns to the right. The officer who initiates, executes, or approves each administrative item is inserted in the appropriate column.

"Initiate" includes: to nominate, to recommend, to take the first step, to make the first official move. "Approve" means the responsibility for deciding whether or not the particular thing shall be done, i. e., executed. "Execute"

means the actual doing of the thing, e. g., the actual conversation or correspondence with a teacher with reference to her appointment, the acting as agent for the city in the purchase of land, the directing of the making of repairs. "Participate" is used herein to include any recorded judgment of teachers for the information and possible guidance of superintendent, of board of education, or both.

The abbreviations used in the Table are as follows: (1) *Supt.*, for superintendent or executive officer subordinate to superintendent; (2) *Board*, for board of directors; (3) *Secy.*, for secretary; (4) *Compt.*, for comptroller; (5) *S. Bldg.*, for superintendent of buildings and grounds; (6) *S. Sup.*, for superintendent of supplies; (7) *Arch.*, for architect; (8) *Med.*, for school medical inspector; (9) *Tch.*, for teachers. (Outline adapted from Morrison, The Legal Status of the City School Superintendent.)

6. A questionnaire sent to the Seattle principals and supervisors concerning the effect of the seven-headed system upon actual school practice indicates a practically unanimous opinion that the present plan of organization is unsatisfactory, and that there is urgent need for centralized authority. The yes and no answers from the first sixty replies have been tabulated as follows:

(1) Are you satisfied with the present system? Yes, 1. No, 56.

(2) Would it be better to have these independent departments under a central control? Yes, 57. No, 2.

(3) As a principal or supervisor views it, how does this system affect the following points:

a. Question as to whom to go concerning a certain need. Yes, 49. No, 1.

b. Delay in repairs, supplies, etc. Yes, 35. No, 9.

c. Wastefulness of time, money, and effort. Yes, 43. No, 3.

d. Overlapping or shifting of authority. Yes, 31. No, 1.

e. Are the most urgent needs attended to first? Yes, 3. No, 28.

f. Divided authority in each building. Yes, 43. No, 1.

Status of the Seattle School Administration.

Functions	Initiated by	Executed by	Approved by	Participated in by
1. Appointment of:				
a. Assistant Supts.	Supt.	Supt.	Board	
b. Supt. of Supplies	Board	Board	Board	
c. Secretary to Board	Board	Board	Board	
d. Supt. of Buildings and Grounds	Board	Board	Board	
e. Medical Inspector	Board	Board	Board	
f. Comptroller	Board	Board	Board	
g. Architect	Board	Board	Board	
h. Principals	Supt.	Supt.	Board	
i. Teachers	Supt.	Supt.	Board	
j. Janitors	S. Bldg.	S. Bldg.	Board	
k. Clerks	All Depts.	All Depts.	Board	
l. Attendance Officers	Supt.	Supt.	Board	
m. Nurses	Med.	Med.	Board	
2. Transfer of:				
a. Teachers, principals, and assistant superintendents	Supt.	Supt.	Supt.	
b. Nurses	Med.	Med.	Med.	
3. Dismissal of:				
a. Teachers, principals and assistant superintendents	Supt.	Supt.	Board	
b. Nurses	Med.	Med.	Board	
4. Preparation of the Budget	All Depts.	All Depts.	Board	
5. Attendance:				
a. Taking census	Secy.	Secy.	Secy.	
b. Enforcing of compulsory attendance laws	Supt.	Supt.	Supt.	
6. Buildings and Grounds:				
a. Purchase and sale of	Supt., Secy., and S. Bldg.	Secy., and S. Bldg.	Board	
b. Preparation of plans for construction	Arch.	Arch.	Supt. and Board	
c. Supervision of construction	Arch.	Arch.	S. Bldg.	
d. Maintenance, repairs	S. Bldg.	S. Bldg.	S. Bldg.	
7. Curricula: Determination of:				
a. Subjects to be included	Supt.	Supt.	Supt. and Board	Tch.
b. Content of Subject	Supt.	Supt.	Supt. and Board	Tch.
8. Making of rules and regulations governing:				
a. Routine matters of school procedure	Supt.	Supt.	Board	
b. New Policies	Supt.	Supt.	Board	Tch.
9. Selection of:				
a. Textbooks	Supt.	Supt.	Board	Tch.
b. Instructional supplies	Supt.	Supt. and S. Sup.	Board	Tch.
c. Other supplies	Supt.	Supt. and S. Sup.	Board	Tch.
10. Direction and Supervision of:				
a. Medical inspection	Med.	Med.	Med.	
b. Classroom instruction	Supt.	Supt.	Supt.	
c. Civic center activities	Supt.	Supt.	Supt.	
d. Evening schools	Supt.	Supt.	Supt.	
e. Continuation schools	Supt.	Supt.	Supt.	

g. Educational needs being kept paramount. Yes, 2. No, 31.

7. A centralized system offers the public a point of direct contact with a single responsible representative of the Board of Directors. The complex activities of a modern school system make it essential that the public be kept well informed both as to the services being rendered by the schools and the needs of the schools for outside support. When the Superintendent is not the actual head of the school system and

is not held singly responsible for its major activities, there is grave danger that the public will not be adequately informed concerning school measures, will eventually grow suspicious of the schools, and may actually become hostile to the public school program. The need for educational leadership of this character is apparent, and I believe that the sooner the administrative system is unified, the sooner will become possible a unified public understanding and support.

Photographs in Teacher Selection

A Use or an Abuse?

Donald A. Laird and Helen T. Hance, University of Wyoming.

So much has already been written about methods of selecting teachers that one might be led to think it is a settled matter.

Obviously this is a very important matter. Methods of selecting teachers have not yet reached the stage that methods of selecting stenographers and typists have. It is not yet possible to administer a mental test lasting half an hour that will select with unerring precision the best teacher material, as it is possible in the case of typists and stenographers. Perhaps this is not far distant. In the meantime, however, rule-of-thumb practice and common sense are the only practical means to be followed in the important task of selecting teachers for the public schools.

The qualifications expected of teachers are many and varied. A survey made from the Minot, North Dakota, State Normal School disclosed the interesting fact that school boards and superintendents have in mind over six hundred different qualifications that they think essential in selecting their teachers. This many was found altogether, but there was little agreement between superintendents and boards. Their conceptions of the best qualifications

seemed to be a very fluid affair from board to board.

Regardless of what qualifications a school board may decide upon, the question arises, how are they going to know what they are getting? Character traits are one of the rather indefinite, but admittedly important, factors that most of the boards studied were found to give serious concern. How are they going to measure them? Scholarship can be measured; teaching success can be somewhat accurately determined. But how can honesty be found out? And how can many of the other nebulous, but nevertheless important human traits be measured along with "pleasing personality"?

I remember distinctly one particular rural school board that had solved this in a fairly satisfactory, to them at least, manner. After reading the various letters of application and recommendation, photographs of each applicant were passed about the board assembled. Each member of the board in his turn "sized up" each applicant, fair and otherwise, from her photograph. The prettiest, most attractive appearing girl was not always selected, but their pictorial qualities were placed on a par with scholarship and the letters of commendation.

At last one member of the board threw down the last photograph, removed his glasses so he could see across the table, and said, "What earthly use is there in wasting our time looking at these photos?"

The lady member of the board echoed, "What use?"

Yet for the past eight years that particular board had chosen its teachers more from photographs than from recommendations or experience. With sorry results in many instances, especially the time one applicant was engaged and contracted largely upon the impression made by her sister's cabinet photograph.

Photographs undoubtedly do have their place in social organizations. There are criminals to be identified, and picture brides to be bought in some places. They look well on the piano and in the family album, but as for being able to estimate personality, conceit, or probable teaching success from pictures, that is entirely a different matter.

Several very important experiments have been conducted along this line. Their results should be of aid to the school men engaged in selecting teachers.

Professor H. L. Hollingworth of Columbia



How reliably can you estimate the intelligence of these ten young people from their photographs? Arrange them as you think they should go from brightest to dullest, then compare your arrangement with the correct one given in the footnote¹. Some of these students have teaching positions for the coming year; in applying they submitted their photographs identical with the one above.

University has performed perhaps the most extensive experiments on the estimation of human traits from photographs. Let us take what he found with reference to intelligence first. Of all the traits he studied, he found that the estimates of the intelligence of a stranger from his photograph was the most accurate. But at that the estimates of intelligence were so far off as to render it very precarious to attempt to judge the relative amount of gray matter possessed by a person from his photograph.

At the University of Wyoming another short experiment was performed in an attempt to show graphically what can be done in the estimation of intelligence from pictures. Pictures of students were arranged. These were ordinary photographs which the students supplied their instructor upon his request. From a group of 75 pictures, ten were selected which were as nearly uniform as possible. The intelligence of all these ten so selected was known from their score on the Thorndike Intelligence Examination. The ten pictures selected represented a wide range of intelligence, from one of the dullest college students to one of the brightest among several hundred.

A large group of persons in another state, who did not know any of the persons whose pictures were represented in the packet of ten, were asked to arrange the pictures. They were to pick out the one that struck them as being the most intelligent looking and place that at the extreme left as number one, the least intelligent looking was to be placed at the extreme right. The other pictures were to be arranged in order of decreasing intelligence from left to right.

The pictures are reproduced here in order that the reader may try out his own abilities in this. A simple trial of it should convince the most skeptical school board member. After they have been arranged, then the actual order of their intelligence may be obtained from the footnote.

How "wild" these estimates of intelligence may be at times is shown in the case of picture number 1. This girl is the most intelligent of all the ten college students pictured. Of all the 72 persons who arranged these pictures, however, only 9 gave her first place as she deserved. There were fifteen who actually gave her picture last rank in intelligence.

¹The proper order for the pictures, from brightest to dullest is as follows—1, 7, 8, 6, 9, 4, 3, 2, 5, 10.

Twice as many were wrong in their estimation of her rank in intelligence as were right. Other pictures shared the same reckless, inaccurate ranking.

The average correlation between the arrangement by each of the judges and the actual order of the students in intelligence was .15. At the same time it was possible to obtain a correlation as high as .43 by a *blindfolded judge*!

As Professor Woodworth has said, one might as well look at the back of a picture as at the front in attempting to estimate intelligence.

If intelligence can be estimated, as Professor Hollingworth found, the most accurately, what about the other traits? Remembering that even these inaccurate, untrustworthy estimates of intelligence from pictures are the most accurate, it may be interesting to compare other traits. Using intelligence estimates as the basis for comparison we find the following order or reliability. The farther a trait is down the list the more unreliable is its estimation from photographs:

intelligence	conceit
perseverance	courage
kindliness	humor
	deceitfulness

What Professor Woodworth said about intelligence applied even more stringently to these other traits.

Keeping these points in mind let us now turn to a recent survey covering the use of photographs in teacher selection. In January and February of this year questionnaires were sent to over a hundred superintendents of first-class school systems in towns of over 5,000 population in three states. The states chosen were Montana, Arkansas, and Mississippi. These three states were selected because they represent the extremes of educational systems as ranked by the Ayres studies issued by the Russell Sage Foundation.

The superintendents were asked the following questions: 1. How many teachers do you employ annually? 2. Do you always request

PUBLIC PRESS AND THE SCHOOLS.

The press is the most human of institutions. The press will come to understand us better when we make it our business to keep the press advised of what the schools are doing and trying to do. The success of such a policy lies largely in the frankness and openness of the schools in their dealings. Confidence begets confidence, as truly here as anywhere else.—R. G. Jones, Superintendent of Schools, Cleveland.

a photograph of a teacher who has not been personally interviewed? 3. Will you employ a teacher who does not submit a photograph and who has not been personally interviewed? 4. Check the following qualities that you attempt to judge or estimate from pictures:

neatness	conceit
humor	co-operation
intelligence	modesty
kindliness	refinement
originality	seriousness
beauty	health
laziness	leadership

Seventy-four superintendents who replied employed annually over two thousand teachers altogether. Fifty-eight of these always requested photographs from their teachers. Exactly half of them would not engage a teacher unless she had submitted her photograph. This reflects the great importance that is attached to photographs, in spite of the fact that the back tells as much as the front. Their pictures play such an important role in the qualifications of these two thousand teachers that one thousand of them cannot obtain employment unless they have submitted their photograph!

The table shows the distribution of replies by states, showing what little difference there is between the states with the best and poorest public school systems.

Question	Arkansas	Mississippi	Montana
1. Teachers employed annually..	752	1121	188
2. Photograph requested	18	21	19
3. Employ without photograph..	14	18	5
4. Qualities estimated from pictures:			
neatness	19	18	16
conceit	5	2	6
humor	6	7	5
intelligence	20	18	14
kindliness	10	12	11
originality	5	2	3
cooperation	3	2	3
modesty	8	9	5
refinement	17	17	19
seriousness	12	7	15
health	21	15	16
leadership	7	11	7
beauty	8	10	8
laziness	5	2	2
Total systems represented	24	28	22

Among these 74 school superintendents there were 52 who try to estimate intelligence from pictures, 33 try to estimate kindliness, and thirteen conceit. Can they do it? That is the big question.

When half of the public school teachers cannot obtain an appointment unless they have submitted a photograph, the use of photographs becomes little less than an abuse.

Transportation for Kansas Consolidated Schools

Experiments with methods of transportation for pupils attending consolidated schools in Kansas have included trials of the horse-drawn hack, the automobile, and the motor bus; and all of these have been tried under public and private ownership of the vehicles. As a result of this experience there is now little question of the superiority of the motor bus, and the problem is whether the district shall purchase the bus and equipment or hire private persons to use their own busses for the work. Private ownership is usually tried first, since it does not involve the risk of a big initial expenditure for equipment; however, the longer the motor bus is used the greater is the tendency toward district ownership. On the whole, the latter has proved as economical and far more efficient than private ownership and operation.

Each consolidated school district is left to determine its own system of transportation, since none is arbitrarily fixed by law. However, much influence is exerted by the department of school consolidation of the Kansas State Normal School at Emporia, which has recommended that every district, if at all able, should buy at least one bus, or hire one until the district is able to make the purchase.¹

There are 105 counties in Kansas, and more than 140 consolidated school districts at the present time. Roughly speaking, the districts average a little more than 25 square miles in area. A few more than half of the schools have their own busses; there are also many cases where a school owns part of the busses and hires the rest. As fast as possible the horse, hack and the automobile are being replaced. As long as the district uses these methods, little is done toward acquisition of the equipment, but when the motor bus method is adopted, efforts are made to acquire the vehicles and operate them by a trustworthy personnel.

The motor busses are of a special model, manufactured by leading automobile and truck factories. Most schools use from a three-quarters to a ton and a half truck, with regular bus gears and mechanism. The body is similar to that of regular passenger busses. The cost averages from \$1,200 to \$2,500, although one school—at Burns—reports one as costing \$1,000. The average carrying capacity is 25 pupils, a few more or a few less.

The number of busses a school uses depends, of course, upon various local conditions such as the size of the district, the number of pupils to be transported, and weather and soil conditions. The number of busses reported varies from one to twelve; one school owns twelve busses and hires an additional driver who furnishes his own Dodge automobile. The routes over which the bus is used may vary from a short run of six or seven miles to a long run of from twenty-five to thirty miles; needless to say, these longer runs are the exception rather than the rule. From fifteen to twenty miles is considered an average run.

As stated above, the number of children hauled in each bus is about 25, as an average. This number varies from fifteen to 35, depending, of course, on the size and type of the bus, as well as the needs of the school. The routes are arranged so that all the pupils can be taken to or from school in about fifteen or twenty minutes, or thirty at most, except in the case of the exceptionally long runs. The busses are preferably driven by school teachers, as it has been found that they take better care of school property, and take an instinctive interest in the children under their care. Reliable school boys, especially in schools where high school

boys are available, also make good drivers. The teachers who render this additional service receive an addition in their pay; about \$20 a month is added for driving the bus.

Almost every school has a mechanic and a garage. The garage is, of course, necessary for the housing of the school bus, and can also be used for other vehicles brought by pupils or teachers. The mechanic keeps the machines in repair, and is used as a driver on one of the shorter routes. By taking one of the shorter routes, he is at close call in case of a breakdown of another car. In such a contingency he is sent out with the "trouble bus," on which the children are taken on to the school while he stays to repair and bring in the injured bus.

For the most part, the Kansas roads are very good, and schools lose little or no time because of bad weather. In the western part of the state the roads are sandy and level and are in fair condition the year round. In the eastern third of the state the routes are shorter because of denser population, but nevertheless there is more difficulty from road conditions because the soil is more easily disturbed by rains and snows. The snow, however, is not often a serious menace, because county officials keep the roads cleared as much as possible. There are, of course, a few days on which the operation of the busses is prohibited by rain or snow, especially in districts where children are transported for a long distance. In such rare cases it is usual to declare a "mud holiday" or "snow holiday."

The janitor's work in the small school is often poorly outlined and, as a result, it is often poorly done. For the last two years Orchard Consolidated Schools of Orchard, Iowa, has had the work well done. The good results are not entirely due to the outline which is incorporated into a contract, for the janitor is a man who is naturally neat and conscientious in his work but it does prevent discussions as to whether any part of the work should be done or not. The contract we use is as follows, except for a few changes that seem good in the light of the experience we have had.

Janitor's Contract.

THIS AGREEMENT, made and entered into between....., President of the Board of Directors of the Independent School District of Orchard in West Lincoln Township, Mitchell County, Iowa, and..... ofCounty,

Witnesseth:

Said hereby agrees to perform the duties of janitor for the Consolidated School Building and grounds in Orchard, Iowa, and further agrees to comply with the following conditions:

Term of Employment.

Said (hereafter designated as "the janitor"), agrees to perform said services from to

Responsibility.

The janitor shall have the general supervision of and be responsible for the protection and preservation of the school property committed to his charge. He shall be responsible for the acts of any assistant he may have. He shall have supervision of the schoolhouse and playgrounds in the absence of the superintendent and teachers during the noon hour, and shall have the same authority as a teacher to exact obedience from the pupils. He shall not administer corporal punishment, but shall report any insubordination to the superintendent.

The method of operation where the driver furnishes his own bus, or where he furnishes automobiles, is much the same. The service is rarely as good because of the lack of interest in the school or in the children. Horse-drawn vehicles are used in about five per cent of the consolidated schools of the state. These hacks are usually hired, although there are several instances of district ownership of these carriages. Horse hacks cover routes averaging five to eight miles, and although there is no material difference in cost the service is less rapid and efficient.

The cost of motor transportation of school children in Kansas has been found to be seven to fifteen cents per mile for a bus of twenty-five capacity, according to figures of the Kansas State Normal School.² The average daily cost per child has been variously reported at from eight to 25 cents per day.³ As compared with this, Indiana has found that her schools operate motor transportation at a cost of about nine cents per pupil per day; Colorado fifteen cents, and Iowa nine cents.

Kansas illustrates conditions in the middle western states where the population is scarce enough to make school consolidation necessary, and where the districts are rich enough to adopt the best and most progressive methods. Further experiments in Kansas and states where similar conditions hold will probably bring out new and interesting facts concerning the practicability of equipping each district with an equitable bus transportation system.

¹Question 14, "Questions and Answers," page 4.
²The Kansas Teacher, Vol. XIV, No. 4, page 15 (April, 1922).

A Janitor's Contract

Supt. Leota M. Hall, Orchard, Iowa.

Care of the School Property.

He shall devote his whole time to the care of the school property in his charge. He shall take every precaution possible for the protection of the property. He shall prevent any unauthorized person from meddling with any part of the building or premises and allow no loitering about the buildings. He shall not use any part of the building or any portion of the premises as a work shop for manufacture or repair purposes or for storage purposes not connected with the school.

Attendance.

He shall report at the school building not later than 7:00 a. m., but earlier if necessary on school days, and be in constant attendance during the noon hour. With the consent of the superintendent, he may arrange his dinner hour so as to be in attendance while the teachers are away at noon. On Saturdays, unless repairs are going on in the building, his hours shall be from 8:00 a. m. until 12:00 m. and such additional time as may be necessary during cold weather to keep the building warm enough to prevent freezing.

Inspection Before Closing.

Before leaving the building at night, the janitor shall see that all windows are closed and that those on the ground floor are locked. Refuse, papers, and rags should be collected and burned.

Sweeping.

On each school day the janitor shall sweep all rooms, halls, entrances, passages, stairways, and closets used for school purposes. He may sweep the part of the building not in actual use, such as manual training and domestic science rooms, at any time when sweeping can be done without disturbing the school routine. He may sweep halls and stairways after the last recess in the afternoon. Sweeping compound should be used whenever any dust would be raised in sweeping without it.

Dusting.

All desks, chairs, seats, and tables shall be dusted daily with a duster that will hold the dust and must be finished 30 minutes before the opening of school in the morning. Other furniture and woodwork should be dusted once

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¹"Questions We Are Asked," a pamphlet published by this school.

Ventilation With Window Inlets

Samuel R. Lewis, Chicago, Ill.

The New York State Commission on Ventilation has advocated as the best ventilation for schoolrooms an arrangement of hooded window inlets, direct radiators under the windows, and gravity vent flues.

The advantages of this arrangement are stated to be that a favorable sense impression can be achieved with a very much smaller volume of fresh air than conventional practice has provided; and that the arrangement furnishes air for breathing which, not having passed directly over hot surfaces, seems to have an invigorating freshness. The report of the commission indicates that a desirable condition may be obtained as to temperature, motion, moisture, etc., and that the cost of operation and of installation will be lower with a plant so designed.

I have had personal experience with a number of buildings which have window ventilation during several years.

I wish to emphasize the very specific limitations of the suggestion of the New York State Commission.

The desirable and comfortable conditions in rooms ventilated with hooded window inlets and exhaust flues are obtainable only when all of the following arrangements are effective, and conditions are unsatisfactory if any of them are not effective:

1. The inlets, necessarily teacher controlled, must be open and cold air must be entering.
2. The area of the inlet openings must bear a definite relation to the outside temperature, the pressure of the wind and the intensity of suction in the vent flues.
3. The radiators must be heated.
4. The doors to corridors must be closed.
5. It must be comparatively cold outside, the colder the better.

Study of a School.

In a series of tests covering a number of grade schools in Evanston having window ventilation, with radiators and gravity vent flues, I found that only the rooms on the windward side received enough fresh air to neutralize the odors and give a sensation of freshness. The leeward rooms did not have enough pull to draw fresh air in through the windows against the wind effect. The teachers in these buildings had learned to open the doors to the corridors so that the wind blew across the building. The windward rooms received some fresh, cool air. The leeward rooms received warm air from the uncontrolled corridors and in several cases from the basement and toilet rooms. A number of tests of temperatures and moisture and distribution were made under laboratory conditions, and verified the foregoing conclusions.

By watching closely the arrangements in a windward room I could maintain comfort, frequently changing the window adjustments and operating the steam valves on the radiators. There were a few interludes even then, when the pupils near the vent openings were subjected to uncomfortable drafts, even though I was giving undivided attention to the matter. Watching the teacher and not interfering in any way, I observed that she could operate most of the time with but one window inlet open, and would frequently close even that one. In her defense I will admit that the outside temperature was low—around zero.

On the leeward side the teacher objected to my closing the doors to the corridors. So great was the wind effect, causing a low atmospheric pressure in the lee of the building, that the

window openings acted as outlets, and a gale of cold air entered the room through the vent flue. I tried sitting in front of the vent opening for a time. The cold air on my legs and body was disagreeable. It would kill a tender child, I judge, if kept up very long. In self-defense one either opened the doors to the corridors or closed the window openings.

I have remained silent, more or less, hoping that the New York Commission would modify its report, or that it would find some large building equipped with the system it advocates and would meet with experiences similar to mine.

On the contrary, Prof. Winslow apparently reiterates his advocacy for general adoption, in the schools throughout the country, of the window inlet-direct radiation scheme.

An Example in Michigan.

I have just inspected a very large school in northern Michigan which had hooded window inlets and mechanical exhaust, with direct steam radiators under the windows. The inlets have fine screens and adjustable hoods to deflect the air upward. Every classroom window has an inlet. The radiation is unshielded, but is of the wall type, and covers almost entirely the exposed wall below the window stools. The rooms have thermostats. The vent outlets are on the sides of the rooms opposite to the windows, and are near the ceiling. There is a vacuum system of steam circulation.

On entering the building I had a primary feeling of open-mindedness, and tried to eliminate all prejudice. I felt that the mechanical exhaust scheme ought to do away with the difficulty I found at Evanston with the leeward rooms. The hooded inlets were adjustable, had fine screens to keep out snow and some of the dust, and the automatic temperature regulation ought to relieve the teachers to some extent. The building had been used for several years and the operating conditions, as to intelligent manipulation, would be what one could expect for any system of ventilation.

It was about zero outside. I entered at about 9:30 a. m. I found some classrooms with two of the five or more window inlets open. In no case were more than two inlets open on this morning, giving an aggregate area per classroom of about 72 square inches.

Where they had 25 pupils and 72 square inches of inlet, and the corridor door was closed, and the radiator was receiving heat, the air smelled sweet, there was a pleasant coolish breeze or zephyr across one's face, the occupants were happy, and I felt a warm glow of appreciation toward the New York State Commission of Ventilation.

I wandered around from room to room. Pretty soon I found a bad one—regular old-fashioned classroom odor. The inlets were closed; the teacher had felt a chilly draft and had shut them.

Again, I found a room with the corridor door open. The room was chilly and the odors were objectionable. The corridor had no thermostats and was very warm. The teacher said she had found the room getting chilly and had closed the window inlets and opened the door to the corridor so as to get a little air circulation.

The Daily Ventilation Cycle.

We analyzed the history of this affair. On entering the room with the class the teacher, in accordance with instructions, had opened the inlets. How could she know just how much wind pressure and how cold it was, and how

much steam there was available in the radiators? She guessed at how much to open them and proceeded with her business. Pretty soon, because it was windy and cold outside and there was too much opening, the room became chilly despite the fact that the thermostat had caused steam to enter the radiator. The teacher was compelled in self-defense to close the inlets, and having learned that the room soon became close under these conditions, had opened the corridor door. The vent flue was functioning. The easiest source of supply of air to satisfy the vent flue came from the corridor. This air was warm. It passed over the thermostat and caused the thermostat to shut steam off the radiators in the room. Half of the room was chilly and odorous. The other half was hot and smelly with air drawn from toilet and locker rooms via the corridor. You should agree with me that conditions here were fairly hopeless and should understand why the corridor doors must be kept closed with such a system.

The only quick cure for this difficulty was to shut the corridor door, throw the window sash up, letting cold air strike the thermostat, heating the radiators, then very slowly to adjust the window inlets.

By this time it was along toward noon. The building was warm and the sunshine and the heat from the occupants had begun to take effect. The authorities had discovered that I was around and began to tell me their troubles. The principal mentioned several rooms which were too cold and in which they were having drafts. On visiting these I found that the radiators had been closed by the thermostats, which had functioned properly at 68 degrees. In several cases direct sunshine, striking the thermostats, had caused them to close the radiators.

Controlling Temperature and Ventilation.

Anyone experienced with heating and ventilation and with automatic temperature regulation knows that we have to install enough heating apparatus in buildings to heat them in the coldest weather, and that prevention of overheating is the greatest labor for a system of automatic temperature regulation.

After the early hours of each cold day, and in mild weather, the thermostats must keep the heat shut off nearly all of the time, else overheating with all of its evils will be in effect.

With window inlets and flue exhaust (the system recommended by the New York Commission) when the radiators are shut off there is no means of warming the cold entering air. It falls to the floor, outraging the feet and legs, instead of creating the desirable fresh motion around the breathing zone. The cold air falling into the room tends to force what warm air there is, upward, and the thermostat receives no notice to turn on the steam until intolerable conditions exist at the floor. The cure, of course, is to raise the window sash and get a cold impulse against the thermostat so as to turn steam on the radiators. I cannot seem to like the disease or the cure.

These temperature and regulation difficulties persisted off-and-on all afternoon, and were exceedingly unpleasant, if not dangerous, to the occupants of the building. Apparently window ventilation is pretty good early in the day and pretty bad later on in the day.

The persistent opening of corridor doors into the rooms caused reversal of currents from the locker and toilet rooms in the basement, and these unpleasant odors occasionally permeated the building.

There were four attic exhaust fans, placed rather inaccessibly. One of them had its outlet damper blocked shut, and this had been shut for a long time, one judges by the dust on it. Apparently the outlet at the ceiling was so ineffective, or so little care was given to the ventilation, that no one noticed that a good share of the classrooms had no vent. Such a situation might exist with any plant of this kind, and militates in favor of placing the machinery where people can see it. Unless failure to operate ventilating apparatus is manifest to the occupants, immediately and objectionably, such failure to operate will persist.

It follows, of course, that apparatus for either gravity or mechanical ventilation which is not operated will not be maintained, and must soon become worthless. Deliver me from apparatus so gentle in its effect that absence of effect evokes no tender memories!

Not Useful in Pool Rooms.

The window inlet scheme doesn't work unless the radiators are under the inlets. In the basement I found a swimming pool room heated by ceiling radiators. The cold air, when the inlets are open, falls to the floor with disastrous results to barefoot swimmers, and, of course, the inlets must be kept shut. The air conditions in the shower and locker rooms in this building were decidedly ripe, or even more so. They were designed to vent at the ceilings to the general exhaust system. The moisture, however, not having a supply of warm air to carry it along, evidenced itself in the ceiling of the top story, where it condensed in the cool ducts, calling for tubs to catch the drip, so the basement vents were closed long ago. The "ripe or even more so" condition was diluted, therefore, only as odorous air escaped to the building via the stairways.

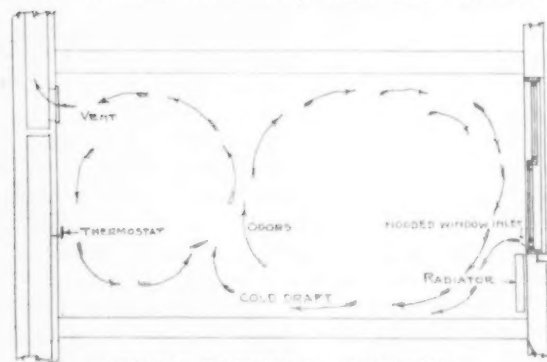
There was some complaint of discomfort in occupied classrooms from radiant heat from the unprotected radiators lining the outside walls and separated only by narrow aisles from the outer row of seats.

There was complaint of frequent freezing of return pipes or radiators. I can't blame the poor janitor for failing occasionally to close tight, so it would stay tight all night against a gale, every one of the three hundred or more window inlets in this building. The inlet dampers themselves, subject to corrosion and moisture, necessarily having hinges, bearings, etc., are a liability so far as maintenance and consequences following lack of maintenance, are concerned.

There did not seem to be any particular prejudicial effect from the peculiar location of the vent openings near the ceiling, nor did the fuel consumption appear to indicate that the location was the cause of any particular waste. I am prejudiced, rather, in favor of ceiling or near-ceiling outlets. This depends, of course, on the kind of ventilation and heating.

From my experiences, of which the cases cited here are but two of many instances, I draw the following conclusions:

1. Exhaust ventilation, either mechanical or



SECTION THROUGH A CLASS ROOM
THIS SEEMS TO BE THE CONDITION IN EFFECT MOST
OF THE TIME AFTER THE EARLY MORNING



DAVID A. WARD.

Superintendent of Schools, Wilmington, Delaware.
The reelection of David A. Ward to the superintendency of the Wilmington, Delaware, schools prompts attention to some things accomplished during his administration.

Among these is a research department with a recognized expert in charge. The work of testing and measuring classroom results has met the approval of the board of education, the teachers and the public. The professional interest of the teachers has been greatly stimulated. The membership in the state education association was increased from a half dozen to 326 teachers. Approximately 300 teachers took the university extension course this year.

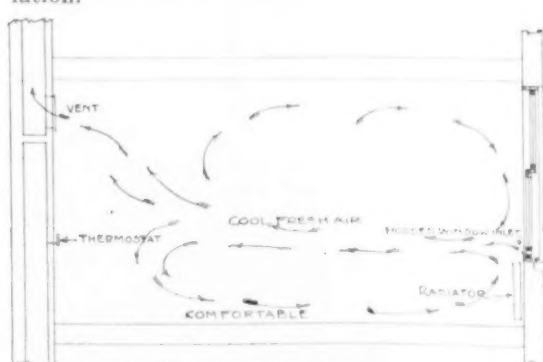
One of the achievements is found in a better public sentiment in favor of the schools. This was brought about by the organization of parent-teacher associations and an increase in the practice on the part of teachers to visit the homes of their pupils.

Last autumn the school savings system was inaugurated. It is now participated in by 11,909 children or 58 per cent of the total enrollment, with deposits amounting to \$44,215.63. The system has met with popular approval. Two schools have been organized on the platform or work-study-play plan. In reorganizing these schools more than 300 children who were on part-time, are now on a full-time basis.

gravity, using cold air inlets leading directly to the rooms, is not satisfactory for school buildings.

2. Fans should be placed in such locations as will permit observation as to their efficiency.
3. Toilet, locker, shower rooms and the like should have separate ventilation and must have provision for air supply from some warmed place.
4. Window inlets leading directly from outside, even though hooded, are unsatisfactory, both mechanically and in their functioning.
5. Radiators in classrooms having fixed seats should have shields to prevent excessive radiant heat from striking the occupants of adjacent seats.
6. It is impracticable and undesirable to enforce the keeping of doors from classrooms to corridors closed.
7. It is impracticable and undesirable to enforce the keeping of classroom windows closed.
8. It is important in schools to install automatic temperature regulation for corridors as well as for classrooms.

With all possible open-mindedness I am fortified in my opinion that the New York State Commission on Ventilation has not found any remarkable and epoch-making system of ventilation.



SECTION THROUGH A CLASS ROOM
THIS DESIRABLE CONDITION CAN EXIST THE DIFFICULTY
IS TO MAKE IT EXIST WITH REASONABLE CONTINUITY

Some Useful Conclusions.

The main question seems to be, since they must know as much, anyway, as I know, whether the New York State Commission on Ventilation has found that our old standards of comfort are wrong. Perhaps the conditions I have described are good for us, or better for us than those we have thought were pleasant and comfortable. I admit that man develops best under adversity. He surely had adversity in this building.

I admit that the old systems of ventilation are faulty. I wish to be counted in on any movement to improve them.

The impression I have, following this discussion, is that perhaps improvement lies along the line of introduction of the conditioned and fan-impelled air into the room at a more effective place, perhaps at the window sills or upward along the exposed wall. This might allow us to introduce it at a much lower temperature.

We cannot abandon thermostats. Perhaps we can place them in more satisfactory locations in the rooms, with improved ventilating systems. I learn just now of a proposed arrangement whereby the room thermostat may, when the temperature reaches say 68 degrees, admit air to another thermostat suspended on sky hooks, or something of the kind, above the radiator and inlet, permitting the second thermostat to operate the radiator valve under certain contingencies. The second thermostat will not change the radiator valve if the entering air is too cool. It cannot change the radiator valve unless the first thermostat is warm enough to give it the power. Since it limits the influence of the first thermostat it permits frequent overheating. This expensive, complicated and unsightly scheme is fairly satisfactory with direct-indirect radiators which are housed in and which have cold air inlets at the floor. I do not think the sky hooks will lend themselves to such adjustment as to permit placing the second thermostat in the way of a fair sample of the air from a window inlet. I never did like sky hooks, anyway.

Clearly we cannot use a system of ventilation which only operates when the radiators are hot. Radiators can't be hot all the time and must be cool most of the time.

I do not see how we can abandon plenum fans.

I wish to emphasize the unfortunate fact that in actual practice in schoolhouse ventilation we have found true the law that nature has no use for anything which is not necessary. Any piece of apparatus such as fan, air washer, ozonator, humidifier, will fail of consistent operation shortly after the installation, if failure to operate it is not immediately self-indicating to the occupants. This has proved true in cities as truly as in rural communities, and in general commercial practice as well as in school buildings.

A MONSTER SCHOOL FINANCE REPORT.

A most stupendous school report, in statistical volume and financial import, has just been issued by the New York City board of education. It covers the boroughs of Manhattan (New York City proper), the Bronx, Brooklyn, Queens and Richmond.

The financial and physical data cover 243 pages of 10 by 14 inches in size, printed in small type. There are property schedules and annual costs of operation covering a period of five years. Every fact relating to a school plant, site, building, year of erection, repairs, equipment and annual cost of maintenance is recorded.

The financial statement is preceded by graphs and charts dealing with attendance, cost of instruction, and a vast amount of miscellaneous information. The statement is followed by what is called a "real estate section" which

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An Introduction to the Measurement of School Buildings

John C. Almack, Stanford University, California.

The effort to adapt school buildings to the needs of instruction is distinctly modern in its origin. There was no such problem in ancient times. The elementary schools of Greece were held in porches, groves, and market places. The Romans constructed temporary sheds opening towards the streets, and the children sat upon stones or upon the ground. The medieval schools were adjuncts of the church, which believed that dull stone cells, meagerly heated, lighted, and ventilated were conducive to discipline and development. Practically the first advance in school buildings came with the introduction of the monitorial system of Lancaster and Bell in the early part of the nineteenth century. They demanded lofty halls from 60 to 100 feet long and from 40 to 50 feet wide, accommodating 500 to 1,000 children. These halls were fairly well supplied with windows for heating and ventilating, and furnished with equipment that fitted in a measure the peculiar organization and method.

Yet it is doubtful if adaptation to school needs was even here the dominant idea in school building construction. At the very height of the movement when buildings were in great demand in Great Britain, a committee of the Council of Education reporting to Parliament (1839) on buildings and building standards stated, "A barn furnishes no bad model, and a good one may easily be converted into a schoolroom. * * * The windows should be in the roof, or at least six feet from the ground. * * *" The evil effects of permitting children to look out of the windows were carefully guarded against, but the discussion in the main was designed to secure efficiency and economy in construction, and not to provide ideal working and living conditions.

The development of graded schools and the growth of cities rendered the building problem more important. The early attempts at solution were inadequate. The monitorial halls were transformed to the new organization by the construction of partitions. As city population grew in density new pupils were cared for in buildings representing merely an agglomeration of the old one-room units; several rural schools joined together. The last type prevailed until recent years, and even today there is so much survival of the outgrown, so little reliability in standards, and so much progress in scientific education in other fields as to demand that the whole question be taken up *ab initio*.

Two circumstances abundantly justify the attempt to evaluate buildings in a scientific manner: (1) the extent of the investment required, and (2) the effect of the building upon school policies and programs. One-sixth of all money raised for school purposes goes into the school plant. It is almost the only object of school indebtedness. We were spending about \$125,000,000 a year for school buildings before the war. For five years there was practically a cessation of building operations. One-half of the buildings of the country are over 25 years old, which means that they have nearly served their term of usefulness. There is scarcely a city in this country where the school buildings are not congested, and where some expedients to meet over-crowding are not in existence.

School programs are immutable when written in structural materials of wood, stone, brick, concrete, and steel. The completion of a building program exhausts the resources of a com-

munity for the term of the indebtedness. Not only does the immutable nature of structural materials and difficulties of financing render decisions irrevocable, but there is a tendency to offer obstacles to improvement by writing accepted standards into law. The law may be amended and added to, but seldom is it possible to repeal it and adopt the new. There is no presumption to question the advisability of enacting building codes, but the reference is made as another argument for the establishment of building standards by careful and reliable methods. This last will require years of experimentation and investigation, but as an introduction, the following procedure is suggested:

First, the purely traditional and arbitrary standards should be brought into question. Evidences of the survival of such factors are plentiful. As an illustration, take the universally specified requirement for basement floors: successive layers of rock, gravel, and concrete. These were first suggested by Copeman in 1892 in a study of the effect of soils on health. It was his theory that ground air is very dangerous, and he presented a formidable array of data to prove his point. Especially at night, and in spring and autumn, he said, is the ground air laden with deadly miasma, and poisonous gases which sap the strength and lead to many fatal maladies. The geologist, the chemist, and the research specialist in medicine have disproved practically everything that Copeman asserted, but the tradition of thick basement floors, under-ground spaces for air drainage, and higher buildings for purer air still survive.

Classroom size furnishes another example of the vitality of custom. The log schoolhouses of Colonial times approximated the dimensions of the standard classroom of today. It is true that reasons assigned for existing practices are assumed to have grown out of studies of lighting, ventilation, distance the voice carries, and that work can be seen on the board. The investigations had the effect of confirming existing practices, or changed them but slightly.

Shaw's study of ventilation was published in 1892 in the same volume with Copeman's report on the effect of soils on health. He stated that rooms should provide fifteen square feet of superficial area, and 200 cubic feet of air space to each pupil. Therefore, a room for 48 pupils should measure about 25'x30'x13'. The basic premise of the author was that the carbon dioxide content determined the relative fitness of the air, and that room size depended upon the number of cubic feet of air required.

Nevertheless, when Shaw set down his standards, he repeated those announced by Barnard in the second and fourth reports of the Connecticut schools (1840). A few years later

(1898) the calculations of Professor Parkes and Dr. de Chaumont were made known. The most interesting point in their report today is not that the air of a room should be changed three times an hour or that thirty cubic feet of air should be introduced every minute, but that the acceptance of their findings involved no departures in schoolroom size or proportions.

What is true of ventilation might also be said of lighting. Dr. Herman Cohn made his famous study of "The Hygiene of the Eye in Schools" in 1866. He concluded that the prevalence of myopia among pupils was due to insufficient or perverse light. As a remedy he advocated unilateral lighting. In making this recommendation he merely reiterated a provision which had been on the statute books of Germany for ten years. Yet he also agrees with the French authorities, Ferrand and Javal, that unilateral lighting is insufficient for rooms more than 13 $\frac{1}{4}$ feet in width. This insufficiency he demonstrated with a photometer of his invention. The final remedy for larger rooms which Dr. Cohn advocated was overhead lighting.

The whole application of the unilateral requirement was to writing exercises, which did not then and does not now make up more than a small fraction of the school exercises. However, by 1880, every European state had adopted the unilateral requirement, as well as Dr. Cohn's approximation that the glass area should represent one-fifth of the floor space. In 1905, Englebracht again demonstrated that the standard 1/5 was of doubtful value, and offered instead this formula:

$$\text{Window area} = \frac{\text{Floor area}}{5} \times \frac{\text{Room width}}{36}$$

But there is no evidence that his principle ever influenced practice.

The growth of evening schools and the development of factories with their demands for artificial illumination has brought an element into the situation which the earlier investigators did not consider. It is to the effect that the amount of light should vary with the character of the work being done. The beginning is found in a report of the illuminating engineers of England. The standards which they set down found their way into this country, and constituted the main part of the lighting code of Oregon—a code that has been widely copied. In 1918 the Society of Illuminating Engineers of the United States published a code on school lighting, based upon an investigation started in 1915. This code does not pretend to offer standards for legislation, but is intended to guide improvement. The standards range from 1.25 foot candles for rough shop work to 3.00 for study rooms and 5.00 for sewing and drafting.

This leads to the second step towards the evaluation of school buildings. School administrators must first establish the most desirable instructional situations, and the architectural and engineering problems must be solved in reference to these educational needs. In the past the school procedure has had to be fitted to the building; in the future the school organization will first be perfected, and the building made to serve it.

Consequently, there is need of the formulation of the function and purpose of the school building. It is not merely "a device to protect children from the weather while they are being educated." It is not merely an aggregate of



rabbit boxes arranged in tiers, tied together by a common roof, and connected by narrow runways. It is not simply a display-piece for conventional structural and aesthetic ideas. It is one of the determining factors in the shaping and realization of the school program; it ought to be an effective and usable instrument in the achievement of educational objectives.

The new conception will call to account many of the accepted standards and practices. Dresslar reported that he convinced refractory school board members that windows should be forty inches from the floor by seating them before low windows and compelling them to read until they yielded. Such a method is perhaps effective, but it is not scientific. Probably our lighting standards represent simply good guesses; none of them are final. So far as ventilation is concerned, the recent report of the New York Commission reveals with what confidence we can regard the cherished practices of the past quarter of a century.

As a third step we need to consider methods of measurement in vogue. They are of two types: (1) the descriptive, and (2) the statistical. The best examples of the descriptive method are found in those sections of school surveys which deal with buildings. School surveys have not made a contribution to the development of building standards; they have set up no experiments; they have recorded no data from which one might draw conclusions concerning the degree to which the buildings fit the school organization. They have stamped conventional building standards with more authority. This is not a criticism of surveys. They have uniformly resulted in educational improvement. This is intended to draw attention to the limitations of the descriptive method.

The chief device which has been employed in gathering statistics of school buildings is the score card. The best example of the building score card is that worked out by Strayer and Englehardt. It consists of five major divisions: site, building, service system, classrooms, and special rooms. Under these five main headings are found 88 items. One thousand points represent a perfect score, and in scoring, three to five judges are employed. If there is agreement on an item by a majority, that score is taken; if there is no agreement the middle score is taken. The criterion on which the items were weighted was the judgment of authorities. Several points connected with this score card are discussed to bring out the limitations in the score card method:

1. The approach is from the architectural, not from the educational point of view. As such is the case the makers were not obligated to inquire into the validity of the standards which they used.

2. Qualitative, quantitative, and absolute items are combined without differentiation. Of the 88 items, four may be evaluated in qualitative terms; 25 quantitatively; and 59 are of the present-or-absent type and belong on a check list.

3. There is an essential absurdity connected with the scoring and values of several of the items. For example, a total of 70 points is assigned to heating and ventilation. A building might be perfect in all other respects, but entirely lack means of ventilating. In this case it would receive a total of 930 points—very satisfactory—and yet a condition exists that might result in the asphyxiation of the children. Or suppose there were no means of lighting. The building would be penalized 85 points only, though it would be unfit for use.

These extremes are cited to call attention to a more subtle danger: the practice of giving partial credit for variations from the standards. Assuming the validity of the lighting standard

of three foot candles or 25 per cent of floor area for study rooms, the margin of safety as one goes either way is very small. To give, say 40 points, to a room in which the light is only half the required intensity is indefensible. Suppose that a fifteen per cent window area results in 75 per cent of the children having eye defects. In this case no light at all would be better, for then the building is unusable, just as a building which is hermetically sealed may deserve higher rating than one which has half enough ventilation.

One other example will suffice. An undeserved emphasis is placed upon many items when their educational significance is considered. A building may function admirably and yet the stairway and corridor be a foot narrower or wider than the standards. A building may register zero on esthetic balance and yet give good educational service for 50 years.

4. The reliability as well as the validity of the score card may be questioned. There is seldom disagreement on items of the check list type—where mere presence or absence is to be noted. For example, the scorers agree as to whether there is a clock, telephone, elevator, bulletin boards, and baths. But in items where reliability is really put to the test, the probable error becomes great enough to warrant the assumption that many of the scores are meaningless.

Furthermore, combining the scores on the check list items with the scores on the graded items obscures the unreliability of the total score. A true measure of its reliability can never be obtained so long as the check list and graded items are treated together.

5. Finally, the score card can scarcely be called a diagnostic instrument. Something of the fallacy of reasoning from the scores assigned the particular items has been indicated. School buildings which score fairly high are perhaps unsuited for school purposes; others which fall within replacement limits on the score card might be made usable. As a necessary accompaniment to measurement of this type, a statement of what should be done should be rendered, together with an estimate of the costs or the repairs or alterations.

Improvements in the score card can be effected in a number of ways. The quantitative items should be scaled in both directions from the best point, covering only that very narrow range within the margin of safety. Just before the point where injury would result, zero would be given. If the condition is carried beyond this point, the building should be penalized a sufficient number of points to indicate that some action of a remedial nature should be taken or the building abandoned. As a final step the costs of the repairs, replacements, and alterations should be estimated. Then, only, can a decision be reached by the school authorities as to what their course of action should be.

The conception that the school building should be adapted to the school, not the school to the building, reveals a method of approach to building evaluation that is promising. The first type under this method requires an analysis of the functions which the building and its elements serve in the educational program. We may illustrate what is meant by function by considering the site. It may supply a playground and an exercise place, serve to remove the building from the street and from other buildings, afford plots for lawns and gardens, and give actual building space. In the same way the use of all the other elements may be enumerated.

Back of the functions are certain generalizations which have a broader application. The analysis of building functions has been carried far enough to enable us to speak with some assurance of these factors or principles of build-

ing evaluation. Assuming these factors, and further assuming for the present that they are independent, a set of scales may be developed by the usual method. If a single index or score is desirable, combination may be effected by weighting the factors through the use of the regression formula. The factors which are being tried out at present are given herewith, together with minor elements to which they apply:

I. ADEQUACY.

1. The classrooms
2. Equipment
3. Hygienic factors
4. The building

II. FLEXIBILITY.

1. The classrooms
2. Equipment
3. Hygienic factors
4. The building

III. CONVENIENCE.

1. The classrooms
2. Equipment
3. Hygienic factors
4. The building

IV. COORDINATION.

1. The classrooms with special rooms
2. Equipment with equipment
3. Hygienic factors and needs
4. The building and the community

The second type of this functional method works towards the standardization of school situations to which the building is to be adapted: size of class, size of school group, and type of school organization. The measurement of the building becomes a measurement of the degree to which it permits the maintenance of an efficient school. Efficiency is at the highest when the ratio between results and costs most closely approximate unity. Working by this method, the conclusion has been reached that in a general way, buildings should be fitted to twenty-eight classes of forty pupils each, organized on the work-study-play or platoon plan.

Specifically, however, the standard of forty pupils to a room may need to be increased to accord with the financial ability of the district. Some cities will have to maintain larger classes to reach a satisfactory level in respect to teachers, equipment, and supervision. Taking median practice in expenditures as a guide, the number of pupils to a room may be found for any city by use of the formula:

$$\text{No. of Pupils} = \frac{\$1244.62}{\$4.36 \times \text{Wealth in thousands back of each child enrolled}}$$

An attempt has been made in this paper to present school building measurement as a problem to be solved, rather than as a work accomplished. What has been done, while not inconsiderable, should be regarded tentatively. On the other hand, great progress has been made in establishing educational and financial standards, and it is well to note that everything which helps to standardize the instructional factors, helps in the solution of the school building program. But educational progress cannot go beyond the development of instruments and means by which the objectives may be realized and the improved procedure established. Therefore it becomes important to push investigations of building evaluation in order that the product of research in other lines may be made effective.

CHATS DURING RECESS.

"What is a boy's idea of humor?" asks Fred H. Rindge, Jr., in the Progressive Teacher. We would suggest that Fred junior try teaching an eighth grade for a while. Perhaps that is one way of finding out.

"A very honorable and very uncomfortable post" is the way Superintendent William L. Ettinger of New York characterizes the superintendent's job. Now let Brother Ettinger find an equally pat phrase to describe the occupation of those who hold the "dishonorable but comfortable post" of making things hot for the superintendent.

A Simplified School Accounting System — IV

Arthur J. Peel, C. P. A.

A proper system of recording all school revenues is as important to the school executive as a proper distribution of expense. Like the record of expenditures which was taken up fully in Part 3 of this series, the revenue record should furnish the maximum of information with a minimum of labor and time.

The production from the various sources of revenue has a very important bearing on taxation, naturally; and yet one frequently discovers that owing to insufficient records of income at the time it is actually received, a considerable amount of work is often necessary to separate and segregate revenues from different sources. Another condition which is very prevalent, is that whereby the responsibility of recording school revenues rests with the county treasurer or the sheriff, or some other town or county officer not connected in any way with the board or committee responsible for school administration. This condition is often responsible for inadequate records which ultimately create confusion and trouble for the superintendent's department. In such cases the school superintendent is justified in insisting that school revenues be properly recorded and segregated.

The form of Cash Register shown in Figure 1 has been found very convenient for many types of school organizations. It will be noted that revenue is classified under three main divisions: 1, Bonds and short-term loans; 2, taxation; and 3, other sources. A sub-classification is shown under two of these. These classifications may not, of course, cover every conceivable source of revenue for school purposes, but they are indicative of the usual sources found in most states. So long as the principle of proper classification is understood and appreciated, the nomenclature can be changed to apply to any condition.

A little study of the form of the cash register will soon convince the reader that notwithstanding its simplicity and the little labor involved in distributing moneys received according to the accounts designated, the informative data thus furnished is of the greatest value. It is surprising how many superintendents give out figures purporting to be those which represent revenues for public education purposes, and yet are unable to tell how much is included of bond issues, short term loans, and unusual sources of income. It is not sufficient that the board should know at the beginning of the fiscal year its expectations from taxation, state and federal appropriations, and every other possible source of school income; this should be known every month, if expenditures are to be kept within the limits of income.

Attention is called to column "d" in the cash register. In a recent audit of a county superintendent's accounts, the writer was called upon to prepare a statement which would show income by districts and special schools. Unfortunately for the school board, the county treasurer had not kept the school revenues separated in this manner, and as the superintendent had relied entirely on the information received from the county treasurer, there were no records in the superintendent's office which were helpful. This neglect cost the county school board \$350 more than it needed to have paid in auditing fees, had this requirement been anticipated. There is not a public auditor in the country, having had experience in school board accounting, who cannot tell similar stories, and while this state of affairs may be a good thing for the auditing profession it is an expensive one

for the county or city. In column "d" should be shown, preferably by means of a code letter or number, or both, the district, township, borough, or special school credited with collections and funds.

This suggestion will, of course, throw responsibility on the officer directly responsible for collecting taxes, fees, and other forms of public revenue, and raises the question of the relationship between the school executives and the county or town officials. We are now on a delicate subject; unfortunately one does not always find that efficient and helpful cooperation between county and school board officials that should exist, but it is not in our province, in this particular series of articles, to discuss this phase of the subject. We can present only the ideal, and in so doing we can state that it has not been found an impossible one.

In an article written by Mr. Fred Engelhardt, the director of the administration bureau of the Pennsylvania State Department of Public Instruction, which appeared in the JOURNAL some months ago, a very good practice is referred to, which is, to show at the head of each distribution column in the cash register, the budget estimate. This should be entered preferably in red ink, and ruled off before any further entries are made on the register, as it is not, of course, to be added into the totals which appear at the end of the month. Each month, the balance of the estimated budget, after deducting the receipts for the previous month, may be brought forward. By this means the superintendent, or secretary, has before him constantly, such information as will enable him to see at a glance whether income is falling behind, or is in excess of, expectations. One particularly good feature is, that this method eliminates an auxiliary record, and the less books the superintendent has to handle, the better it is for him.

The remaining columns on the register are self-explanatory and it is not necessary for us to waste space in going into details. At the end of the month all the columns should be totaled, and the resultant figures will be those which are to be posted to corresponding accounts in the general ledger. The total of all distribution columns must agree with the total of column "e."

It is now necessary to give the reader the balance of the accounts which make up the general ledger. Those which comprise the balance sheet are given first.

ASSETS.

1. School sites and buildings
2. Permanent equipment
3. Taxes receivable
4. Appropriations receivable
 - (a) State
 - (b) Federal
5. Accounts receivable
6. Cash:
 - (a) General fund
 - (b) Special funds
 - (c) Trust funds
 - (d) Cash Advances
7. Securities
8. Sinking fund
9. General stores.

LIABILITIES.

10. Accounts Payable
11. Bonded indebtedness
12. Short-term loans
13. Interest payable
14. Reserves for depreciation on property and equipment

15. Reserves for uncollectable taxes
16. Reserve for sinking fund.

SURPLUS.

The next set of accounts are those which reflect all income.

REVENUE.

20. Sale of bonds
21. Short-term loans
22. Taxes:
 - (a) General property
 - (b) Polls
 - (c) Special school
 - (d) Dog, and other special taxes
23. Appropriations:
 - (a) State
 - (b) Federal
24. Grants
25. Fines and forfeitures
26. Gifts and donations
27. Tuition fees and other earnings
28. Sales of property and other assets
29. Other sources.

The balance of the ledger accounts—operating expense and fixed charges—was given in detail in the article which was published in the May number. There remain only three accounts, representing charges to debt service, as follows:

40. Payment of interest on bonds.
41. Payment of interest on short-term loans.
42. Refunds on Taxes.

In government and school accounting revenue may be either accrued or unaccrued; or, in other words, revenue the amount of which can be predetermined before collection, and revenue which cannot be predetermined prior to collection. Under the first are included practically all forms of direct taxation, appropriations and grants, and tuition fees (sometimes). The balance of the revenue accounts tabulated above are uncertain quantities and cannot, therefore, be accrued prior to collection.

It has been explained already in previous articles that since this system is based on what is known as the "double-entry" principle of bookkeeping, there must be a credit for every debit, and a debit for every credit; that is, every transaction involving the receipt or expenditure of cash, the establishment of revenue or liability, or the transfer of values of any description, must be reflected in two accounts in the ledger. The source of *accrued revenue* is the tax rolls (if taxes), and various other forms of documents if appropriations, grants, or fees. All revenue is a *credit* to the account by which each class is designated, and a charge (or debit) to "taxes receivable," "appropriations receivable," or, "accounts receivable." These entries are made as soon as the amount of revenue to be collected or received is known. When *cash* is received on account of any revenue which has been accrued and set up on the books, the accounts Nos. 3, 4 and 5 are *credited*, and the cash account (No. 6) is *charged*. In order to ascertain the amount of the accrued revenue uncollected or not received, it is only necessary to refer to the balance in the accounts designated by Nos. 3, 4 and 5 (the receivable accounts), the balances being, of course, the difference between the debits and the credits.

Revenue which cannot be accrued prior to collection cannot be set up on the ledger. The procedure in such cases is to *charge* cash when the money is actually received, and *credit* the revenue accounts concerned.

These transactions will be made perfectly clear in the next article of this series which

FIG 1

CASH REGISTER					Receipts for Month of										No			
DATE	RECEIVED FROM	LED FOL	DIST. or SPEC. SCH. to be credited	TOTAL AMOUNT REC'D	D I S T R I B U T I O N O F C A S H													
					Bonds & Short Term Loans	T A X E S				APPROPRIATIONS		ALL OTHER SOURCES						
						Gen'l Prop'ry Tax	Poll Tax	Spec. School Tax	Day & other Taxes	From State Govt	From Federal Govt	Grants	Fines & Forfeitures	Cuts & Deductions	Tuition fees & other earnings	Sales of Assets	Other Sources	
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	

will appear in July when we shall take up in detail the general ledger, explaining each account, its purpose, and the method by which charges and credits are posted.

It is possible that a question may be raised as to why no provision has been made on the cash register, for deposits to bank accounts. This is a pertinent question and gives the writer the opportunity of advancing a principle which in his estimation should be strictly adhered to by all school boards and committees; which is, that all funds should be placed in a bank, or banks, and that all payments should be by check. If this practice is faithfully adhered to, the difference between the receipts and the disbursements, as reflected by the cash register and the check, or warrant, register (explained below), plus outstanding checks which have not been presented, will agree with the bank statement. If, however, the superintendent, or secretary, is using more than one depository, the necessity for special bank columns is created, and these must be added to those shown in the cut (Figure 1). A separate column for each bank is, of course, necessary, so that deposits may be properly charged to each individual bank.

Before closing, it is advisable at this stage to take up the matter of properly recording disbursements, or payments. It will be recalled that all distribution of expense to operating accounts is made at the time the expense is contracted and not when the account is paid. For this reason there is no necessity to make any further distribution when the warrant is issued. A suitable form of warrant, or check, register, is shown (Fig. 2). It will be noted that only two distribution columns are provided; no more are necessary. Every form of contracted liability, including services, has already been shown on the voucher register, and the only expenditures which may be made outside of this are small petty cash payments. For this purpose the best plan is to establish small revolving funds with the officers of the board who need them. These funds are all in the nature of advances, repayable on demand, and are charged up to each officer concerned. Each month, the officer to whom such a fund has been entrusted must furnish vouchers for expenditures made by him, after which he is reimbursed for the amount actually spent, thus bringing his advance back to the original sum. A voucher is prepared covering the total of his disbursements, and this voucher is entered on the Voucher register and spread in the same way as any other bill or invoice, so that all petty cash expenses are included in the expense classifications as shown on the voucher register and in the operating accounts of the ledger.

The total of column 5 of the warrant, or check, register is posted as a *credit* to the cash account in the ledger. The difference between the debits and credits in the cash account will then reflect the actual available cash balance.

Where it is the practice for the superintendent or secretary to issue orders on the county or city treasurer to pay school accounts, the register may still be used as described, as theoretically an order from the school superintendent

FIG 2

CHECK REGISTER.				Month of _____ 19__			
DATE	NO	PAID TO —	LED FOL	Amount Paid	DR Acct's Payable	DR Cash Adv's	

ent reduces the available balance in the school funds. Care must be exercised when warrants, checks, or orders are drawn on more than one bank account, and as explained in connection with depositories, separate columns must be used in addition to those provided in the cut which was shown with the third article of this series.

The total of column 6, which is the total of the month's disbursements on accounts payable, is posted as a *charge* to the "accounts pay-

able" account in the ledger, and the difference between the charges and the credits in this account reflects the amount of unpaid accounts for which the school board is liable.

It is very desirable that warrants, checks, or orders, be entered in numerical order, as this greatly facilitates reference in case of a dispute in which the date of payment of an account is in question. This may seem a small matter but it is these seeming trifles which either save or steal valuable time.

Men in the Public Schools of Nebraska

By Supt. O. A. Wirsig, Kearney, Nebraska.

It may be of interest to many to know that at one time in the history of Nebraska there were as many men engaged in teaching in the public schools as there were women. In the table following is shown the relative ratio of men to women instructors in the public schools of Nebraska:

Year	Male Instructors	Female Instructors	Ratio
1870	267	269	1-1
1880	1670	2430	2-3
1890	2861	7694	2-5
1900	2062	7401	2-7
1910	1312	9787	2-15
1919	822	12733	2-31
1921	1205	12953	2-22
1922	1474	12666	2-17

According to the data, which are taken from reports of the state superintendent, there are

fewer men in the teaching profession today in Nebraska's public schools than ever before, except during the immediate post-war period.

More men are needed in Nebraska's high and junior high schools. It is the writer's conviction that we should have as many male as female instructors in our secondary schools. In the Kearney high school there are 25 instructors in all, twelve of whom are men. Kearney has more men on its faculty than any other school in Nebraska with the exception of Omaha and Lincoln.

Dr. Snedden voices the opinion of many when he asserts that, "a certain proportion of men teachers should be assigned to departmental positions, not primarily because they are neces-

(Concluded on Page 133)



MEN MEMBERS OF THE HIGH SCHOOL FACULTY, KEARNEY, NEB.

Rear row, left to right: Messrs. Dugram, Hobson, Bray, Rinell, Eberhart, Thornton, Anderson.
Front row, left to right: Messrs. Sterling, Woddlle, Wirsig, Nelson, Craig, Price.

What We May Learn From California

Professor Fletcher Harper Swift, University of Minnesota.

(Concluded from May)

Significant District Policies.

Some of the most important lessons which may be learned from California with respect to district support of schools have already been indicated. Of these perhaps the most important are requiring that districts provide new sources of revenue when undertaking new projects, the policy of reserving to districts as well as to counties for purposes of taxation personal and real property, and excluding the state from taxing such property. There are several other district policies fully as important as these and which may be regarded perhaps as more distinctly district policies.

Districts Must Submit Budgets—No Limits on Taxation.

Districts derive the major portion of their school moneys from maintenance taxes, from building taxes, and from bonds. One of the most important provisions in California law is that which owes its origin to an act passed in 1921 which requires the districts to submit an annual budget to the county superintendent of schools, and provides that failure to comply with this requirement shall be penalized by forfeiture of the district's county and state aid. The board of county supervisors is required to levy annually and to cause to be collected a district tax on each school district whose budget shows such a tax to be necessary. Moreover, all limits on district taxation have been removed, and the rate of tax, instead of being fixed, must be such as to produce the amount of money requested by the particular district.

Junior College District Sources.

Prior to the year 1921-22 junior colleges were supported out of high school revenues. An act approved May 27, 1921, provided for the creation of junior college districts and clothed such districts with all the financial powers heretofore bestowed on high school districts. Every junior college board is required to file annually a budget to be used as the basis of the special junior college district tax to be levied by the county board of supervisors. The county board of supervisors is required at the time of levying the annual taxes for county purposes to levy a special tax on all taxable property in the junior college district sufficient to provide revenues to cover all lawful costs specified in the estimate. The law is careful to guard against any delinquency, for it provides that if the junior college board fails to make the required estimate, the county superintendent shall make and file the same. Junior college districts are empowered to issue bonds for the same purposes and in accordance with practically the same procedure and under the same restrictions as high school districts.

State Junior College Fund.¹

A unique source of revenue for the support of junior colleges is the fund officially known as the state junior college fund. The title of this fund would seem to indicate a fund composed of state moneys. On the contrary, it is composed of moneys exclusively of federal origin, being derived from the provisions of Chapter 85, Acts of the Sixty-sixth Congress, approved February 25, 1920. This act grants to states in which are situated federal lands containing non-metallic mineral deposits, for past production twenty per cent and for future production 37½ per cent of the moneys paid to

the United States as bonuses, royalties, and rentals for the lease of such lands. California has provided that the entire proceeds from this source shall constitute a state junior college fund. This is a current fund, to be used for the maintenance of junior colleges, provided that any excess shall be devoted to elementary schools. In 1921, California received from this federal royalty fund no less than \$777,061.32.

We may well close this portion of our account with Table 5, which shows California's total current revenue receipts for public schools for the year 1920, the purposes for which provided, the amount and per cent furnished by

ability of local units to provide school revenue as represented by wealth per child in average daily attendance, or better still, by wealth per teacher employed, and by the effort the local units make as represented by the rate of local tax. These last two factors are recognized in a most interesting and effective way by Massachusetts. Although California thus far has given little attention to these two last factors, she is far ahead of every one of the 37 states already referred to, in that she apportions the major part of her state school fund on a per teacher basis, and the remainder on an average attendance basis.

TABLE 5—California Current Revenue Receipts for Public Schools, 1920.¹

Purposes for Which Provided	Balance from 1918-1919	Federal	State	County	District ³	Total
Kindergartens					\$ 1,363,900.72	\$ 1,363,900.72
Elementary schools	\$4,056,870.10	\$ 64,629.87	\$ 7,160,703.42	\$10,851,817.56 ⁴	16,386,567.12	38,520,588.07
Secondary schools	2,364,675.70	47,127.00	1,034,340.53	4,834,224.35	13,578,681.84	21,859,049.42
State Board of Education			85,589.00 ⁵			85,589.00
Superintendents of public instruction			41,056.00			41,056.00
County superintendents				337,064.42		337,064.42
Special high-school projects (cadets)			37,500.00 ⁵			37,500.00
Textbooks			465,786.84			465,786.84
Physical education and Bureau of Child Hygiene			25,000.00			25,000.00
TOTAL	\$6,421,545.80	\$111,756.87	\$ 8,849,975.79	\$16,023,106.33	\$31,329,140.68	\$62,735,534.47
PER CENT	10.23	0.18	14.11	25.54	49.94	100.00

¹Based on Superintendent of Public Instruction Report, 1919-20, pp. 74, 94, 116, and upon tables in author's volume, *Studies in Public School Finance, The West, California and Colorado*, as follows: Tables IX, XXIV, XXVI, XXXI, XXXII, XXXV, XXXVI, XL, XLVI, XLVII.

²Included in district receipts.

³Includes miscellaneous.

⁴In the present table the proceeds from the federal forest reserve fund are not included under county receipts, but are reported separately. The amount (\$10,916,447) given by the superintendent of public instruction (Report, 1919-20, p. 94) includes the receipts from the federal forest reserve fund.

⁵Amount here given is one-half of appropriation for biennium.

⁶Includes balance from previous year.

the federal government, the state, the county and the district.

How California Apportions State Aid.

Many lessons other than those already indicated might be learned from a study of the school finance policies of California. It is possible in the space that remains to consider only two; the first of these concerns the apportionment of state funds, and the second the equalization of school burdens. From the standpoint of school finance, the two paramount problems of state aid are: first, to provide adequate state aid; second, to distribute such aid by sound and scientific methods. The first of these two problems has received considerable attention from our states. The second has been largely ignored by the majority of them.

A study made in 1922 by Mr. Cecil H. Allen, graduate student at the George Peabody College for Teachers, revealed the fact that 37 of the 48 states in the Union distribute state school funds upon the basis of school population. Of all the bases which might be devised it is scarcely possible to think of one more ineffective, unfair, unscientific and disastrous. The school census basis wherever employed, results in giving many districts aid for large numbers of children who are not in school at all and for whose education the district receiving the money is expending nothing. The school census basis discriminates against the poor rural district with small school population and favors unduly rich and populous districts. It assumes that the amount of money a district must expend for education depends upon the number of children of school age living in the district. In reality, the amount a community expends depends first and chiefly upon the number of teachers provided, the salaries paid, the length of school term, and last of all upon the number of pupils attending school, not upon the number living in the community. All of these factors must be recognized by any sound method of distributing state aid. In addition to these a scientific method must recognize the

California requires that all moneys furnished by the state and sixty per cent of the moneys furnished by the counties, shall be applied exclusively to teachers' wages. All state moneys provided for elementary schools (except those granted for specified projects) whether derived from the perpetual school fund, attendance grants, or miscellaneous sources, constitute the state school fund. In like manner, all state moneys provided for high schools constitute the state high school fund. The state school fund is apportioned among the counties which then apportion it together with the county school revenue, among the school districts.

The state school fund and county school fund are each apportioned partly on a per teacher basis and partly on an average attendance basis. The state school fund is apportioned annually by the superintendent of public instruction in the following manner: To each county, or to each city and county, is apportioned \$700 for every teacher allowed it and assigned to it, estimating one teacher for every 35, or fraction of 35 units of average daily attendance. Units of average daily attendance are computed by dividing the aggregate attendance, that is, the sum of the days of attendance of all pupils, by the number of days school was actually taught. After thus apportioning \$700 per teacher, the superintendent of public instruction apportions the balance on the basis of average daily attendance.

The county superintendent, using the same method of determining the number of teachers, apportions \$1,400 from the combined state and county funds to each school district for each full-time teaching position in the elementary schools. In addition to this amount, there is apportioned \$1,400 for each additional teacher allowed as follows: one additional teacher for each 300 pupils in average daily attendance in the district; one additional teacher for the county, or city and county for each 500 pupils or major fraction thereof in average daily at-

¹For a more complete account of the origin of this fund see F. H. Swift, "Federal Aid to Public Schools," United States Bureau of Education Bulletin—In Press; and, "The Most Recent Federal Grant to Public Schools," THE AMERICAN SCHOOL BOARD JOURNAL, pp. 45-46.

tendance in the aggregate in districts having an average daily attendance during the preceding school year of less than three hundred pupils. This latter fund constitutes an emergency and supervision fund, under control of the county superintendent, and is designed to provide rural supervisors.

In apportioning the state high school fund three bases are recognized: (1) \$550 for each year of a four year high school course apportioned to each high school district on account of each day four year high school, each day junior high school, and each day senior high school maintained therein; (2) for an evening high school and for high school special day and evening classes, \$80 for each unit of the first ten units of average daily attendance, \$60 for each unit of the second ten units of such attendance, \$40 for each unit of the third ten units of such attendance; (3) for part-time classes, the amounts and the bases of apportionment are the same as for day and evening classes. After making the above apportionments, the superintendent of public instruction apportions the remainder of the annual high school fund among the high school districts pro rata upon the basis of average daily attendance.

Final Solution Rests With State.

Despite the excellent showing which California makes, and despite the soundness of many of her policies, she has not reached a final solution of the problem of financing her schools. This becomes evident the moment we ask the question, to what extent school burdens and educational opportunities are equalized. In 1920 the school year varied among California's counties from 147 days in El Dorado County to 190 days in Santa Cruz County, a difference of eight weeks and three days. Expenditure per pupil in average daily attendance varied from \$25 in Fresno County to \$119 in Alpine County; the average annual salary paid to teachers in elementary schools from \$724 in Shasta County² to \$1,574 in Alameda County.

In order to be able to select for purposes of comparison counties whose educational problems would be most nearly comparable, California's 58 counties were ranked on the basis of their average daily attendance. It was discovered that, ranked in this way, the 58 counties fell naturally into twelve groups. For reasons unnecessary to explain here, selection was then made of Groups V, VIII, and XI. The richest and poorest counties as measured by wealth per child in these three groups were then chosen, making a total of six counties. Table 6 presents a comparison of these counties as to (1) ability to provide school revenue, as represented by valuation per child in average daily attendance; (2) effort, as represented by the average district tax rate levied within the county, and (3) as to educational facilities provided.

From Table 6 we see that in assessed valuation per child, that is, in ability to provide school revenue, our six counties vary widely group by group and within the groups themselves. Thus, in Group V, appropriate valuations range from \$5,700 to \$13,400 per child; in Group VIII from \$6,800 to \$11,000 per child; in Group XI, from \$9,600 to \$31,000 per child. Directing our attention to Group VIII, we discover that the richest county in the group is 1.6 times as able to provide school revenue as the poorest; yet the richest county levies only a three mill county tax for elementary schools, while the poorest levies a five mill tax. Again, the poorest county has invested in school property \$155 for every school child; whereas the richest has only \$119 so invested. Despite its

²It must be borne in mind that these salaries are for 1920. The law of 1919 which was in force in 1920, guaranteed only \$350 from state and \$550 from county sources. The law of 1921 guarantees, as just noted, from state and county sources combined, \$1400 for each teaching position.

TABLE 6—Inequalities in Ability, Effort, Aid, and Educational Facilities of Six California Counties.¹

	Rank ²	No. ³	Average Daily Attendance in Elementary Schools	Total Number of Elementary School Districts in County	Ability Valuation per Child in Average Daily Attendance ⁴	Length of School Year ⁵	Results Value of all School property per Child ⁶	Average Annual Salary of Women Elementary Teachers ⁷	Average Cost per Pupil in Average Daily Attendance ⁸	Effort Tax Rate for Elementary Schools	Maintenance Tax ⁹	Total
Group V—												
Richest, Kern	12	7,841	101	\$13,441	8	0	2	\$246	\$1,008	\$68	2.3	2.1
Poorest, San Bernardino 9	8,942	69	5,782	8	1	2	187	1,006	53	4.0	2.45	6.45
Group VIII—												
Richest, San Luis Obispo 30	3,086	89	11,084	8	1	2	119	937	62	3.0	1.96	4.96
Poorest, Kings	27	3,435	41	6,879	7	2	3	155	47	5.0	1.9	6.9
Group XI—												
Richest, Plumas	52	608	32	31,034	7	3	4	119	800	72	1.5	2.5
Poorest, Lake	51	717	34	9,601	7	2	2	97	738	54	5.1	0.85

¹In order to have counties whose educational situations might be comparable, California's 58 counties were ranked in order of total elementary and high school average daily attendance. Thus ranked, they were arranged into groups. The first four groups and the last were eliminated as representing extreme conditions. From the remaining seven groups were selected the first, middle, and last group, i. e., Groups V, VIII, and XI. The present table shows the situation with respect to the richest and the poorest county in each of these three groups.

²Computed; rank among entire 58 counties.

³Superintendent of Public Instruction Report, 1919-20, p. 88.

⁴Ibid., p. 78.

⁵Ibid., p. 80.

⁶Ibid., pp. 88 and 103.

⁷Ibid., p. 83.

⁸Ibid., p. 101.

⁹Ibid., p. 100.

¹⁰Ibid., pp. 94 and 95, computed.

¹¹Computed.

lower valuation and heavier tax, the poorest county is able to spend only \$47 per year on each pupil in average daily attendance; whereas the richest county with much less effort is able to spend \$62 per child. If the reader will compare Kern and San Bernardino counties, or Plumas and Lake counties, he will discover many similar inequalities.

Equalizing the School Burden.

During the past thirty years, 1890 to 1920, California's expenditure for public schools has increased more than 858 per cent. This situation is presented graphically in Figure 1.

CALIFORNIA'S EXPENDITURES FOR SCHOOLS, 1890-1920

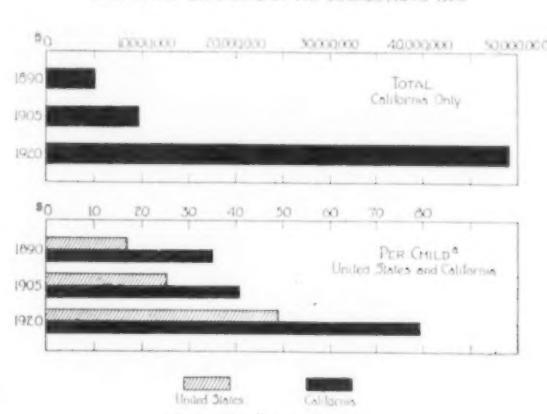


FIG. 1.

Fully as significant as the increase in expenditure depicted in Figure 1 is the fact that, whereas the State contributed 52 per cent of the public school revenue in 1890, in 1920 she furnished 14 per cent. During the same period the per cent furnished by local units, counties and districts increased from 48 per cent in 1890 to 76 per cent in 1920. There is every reason to believe that school costs will continue to increase in the future as in the past. A crucial question is, What method will most nearly equalize school burdens, school revenues, and consequently educational opportunities. The impossibility of ever equalizing any of these factors as long as school districts are depended upon for the major portion of school revenue should be evident to the reader from previous paragraphs. Will the county be able to solve the problem? A convincing answer in the negative is clearly set forth in Figure 2. As a basis for Figure 2, California's 58 counties were arranged in nine groups. The richest, poorest, and the county of middle rank in wealth per child in average daily attendance, are each represented by a bar. The figure shows, further, the number of counties included in each group and the per cent of the total average daily attendance represented by the group.

The typical or median valuation of the five richest counties in the State is something more than \$21,000 per pupil; whereas the typical valuation of the six poorest counties is approximately \$4,500 per pupil. The per cent of the total school population resident within these five richest counties is practically a negligible per cent, being only 0.6 per cent of the total average daily attendance. Slightly less than one-third of the average daily attendance is resident in the fifth group of the counties, where the typical valuation is \$8,387. This group includes eight counties. Twenty-six

CALIFORNIA COUNTIES INEQUALITY IN ABILITY TO SUPPORT SCHOOLS

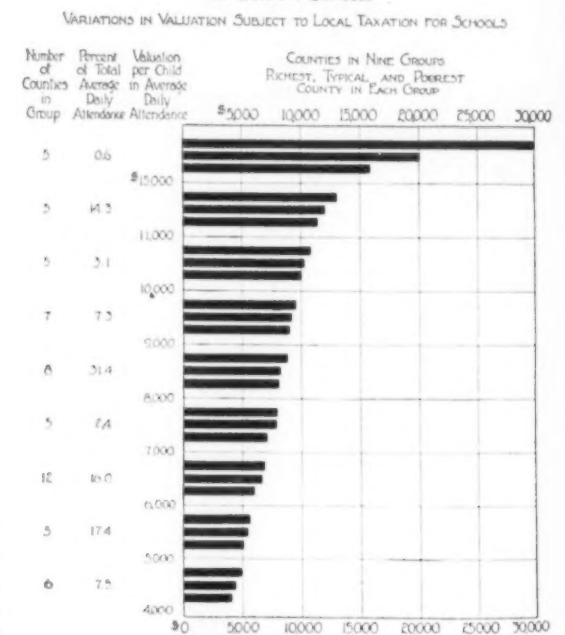


FIG. 2.

counties in the state have a valuation in excess of this amount, and thirty-two a valuation less. The richest county in the state, measured by its wealth per child in average daily attendance, is seven times as able to provide school revenues as the poorest.

The five counties included in the second group are approximately twice as able to provide school revenues as the counties in the seventh group. Nevertheless, despite these wide differences in ability of her counties to provide school revenues, California requires them all to provide by county tax the same amount per school child, \$30 for every elementary school child and \$60 for every high school pupil. The injustice of such a system is too evident to require further comment. From the above figure and from the data already presented, it should be evident that California will never be able to equalize school revenues, school

(Concluded on Page 134)



FRONT VIEW OF THE SENIOR-JUNIOR HIGH SCHOOL, OWATONNA, MINN. Jacobson & Jacobson, Architects, Minneapolis, Minn.

A Complete Community High School

The Owatonna High School

The Owatonna junior-senior high school has attracted national attention both from the standpoint of design, construction and equipment, and educational administration. The building has been planned to meet all the needs of a small city for educational work from the seventh to the twelfth grades, inclusive, and prominent educators who have visited the school have been very favorably impressed with the arrangement and correlation of the various departments, and with the completeness of the provisions for instruction and administration.

While the building is compact and economical of space, the general arrangement is open and affords a very interesting separation of the academic instruction rooms, the auditorium and gymnasium unit, and the proposed shop and workroom unit.

The school site consists of approximately twelve acres favorably located and accessible to the residence districts of the city. The building is placed 200 feet from the main street and the conformation of the site affords a beautiful sloping terrace from the building to the street. The actual elevation of the structure is approximately twelve feet above the street level. The front terrace which is being carefully improved joins at the sides of the building into a large playground and athletic field. At present, provisions have been made for two tennis courts, two outdoor basket ball courts, a special playground, gardens for the agricultural and horticultural departments, parking space, a quarter-mile cinder track and a football and baseball field.

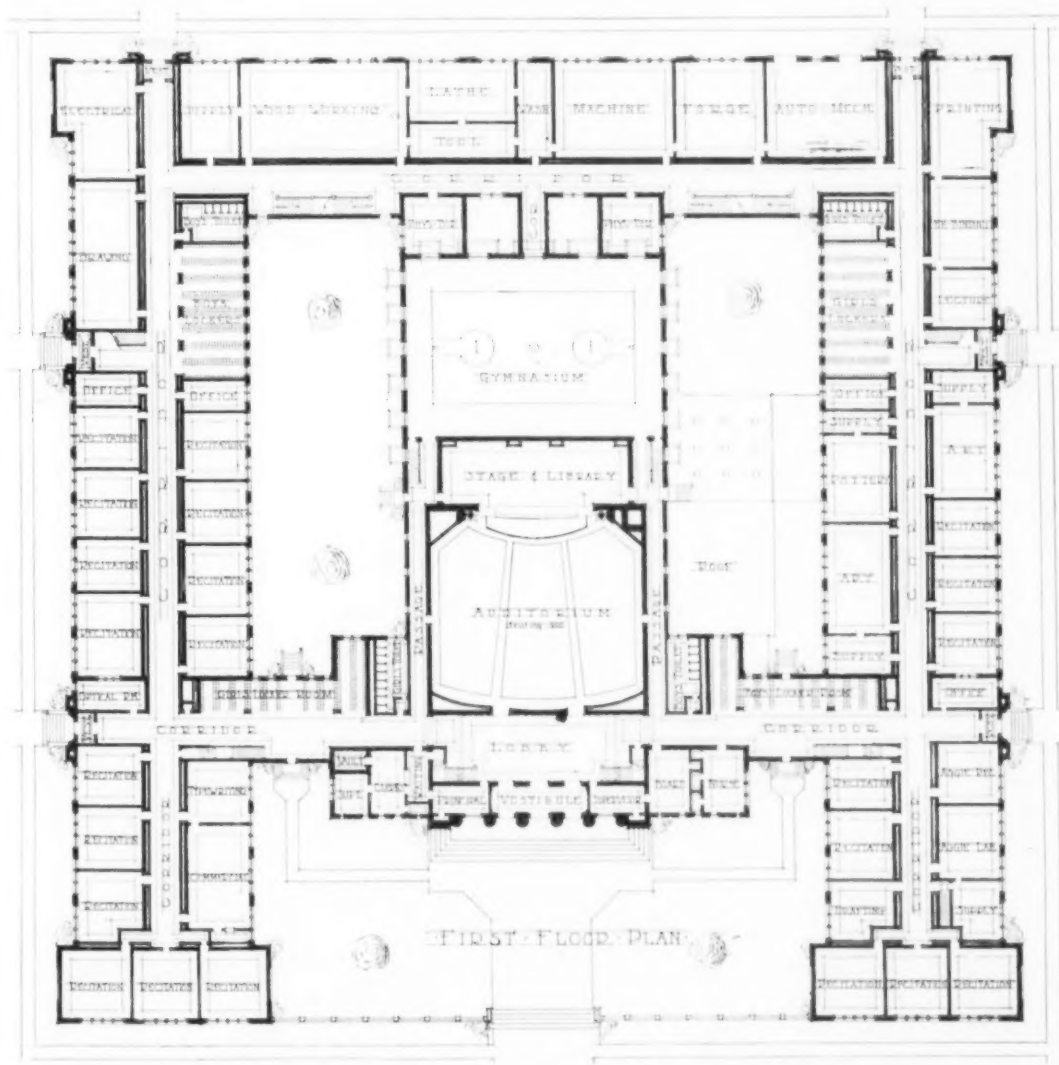
The building is two stories high and is without basement, except for a limited amount of space devoted to the lunch room, the temporary manual training department, space for the heating and ventilating apparatus, the swimming pool and lockers.

The main entrance is from the west and minor entrances are from the north, south and east. The main vestibule at the front admits immediately into the main lobby, adjoining the auditorium and the administrative offices. This lobby is finished in marble and ornamental plaster and has two ornamental stairs leading

to the second floor. The auditorium adjoins the lobby immediately to the rear.

The auditorium has a total seating capacity of 1,200 and is in reality a fully equipped and beautifully finished theater, suitable for concerts, lectures and light theatricals. It is lighted from above and from the sides so that it is cheerful and bright for day use. It has

a complete complement of lighting fixtures operated from a main switchboard so that it can be used for all evening purposes. The stage is equipped with scenery and other devices for plays, motion pictures and other forms of entertainment. A complete booth, equipped with a stereopticon and motion picture machine, is provided at the rear of the balcony.



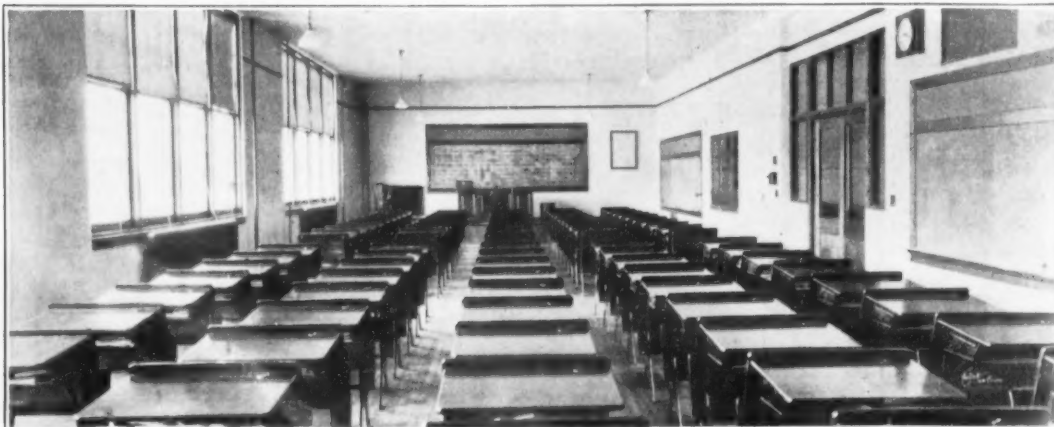
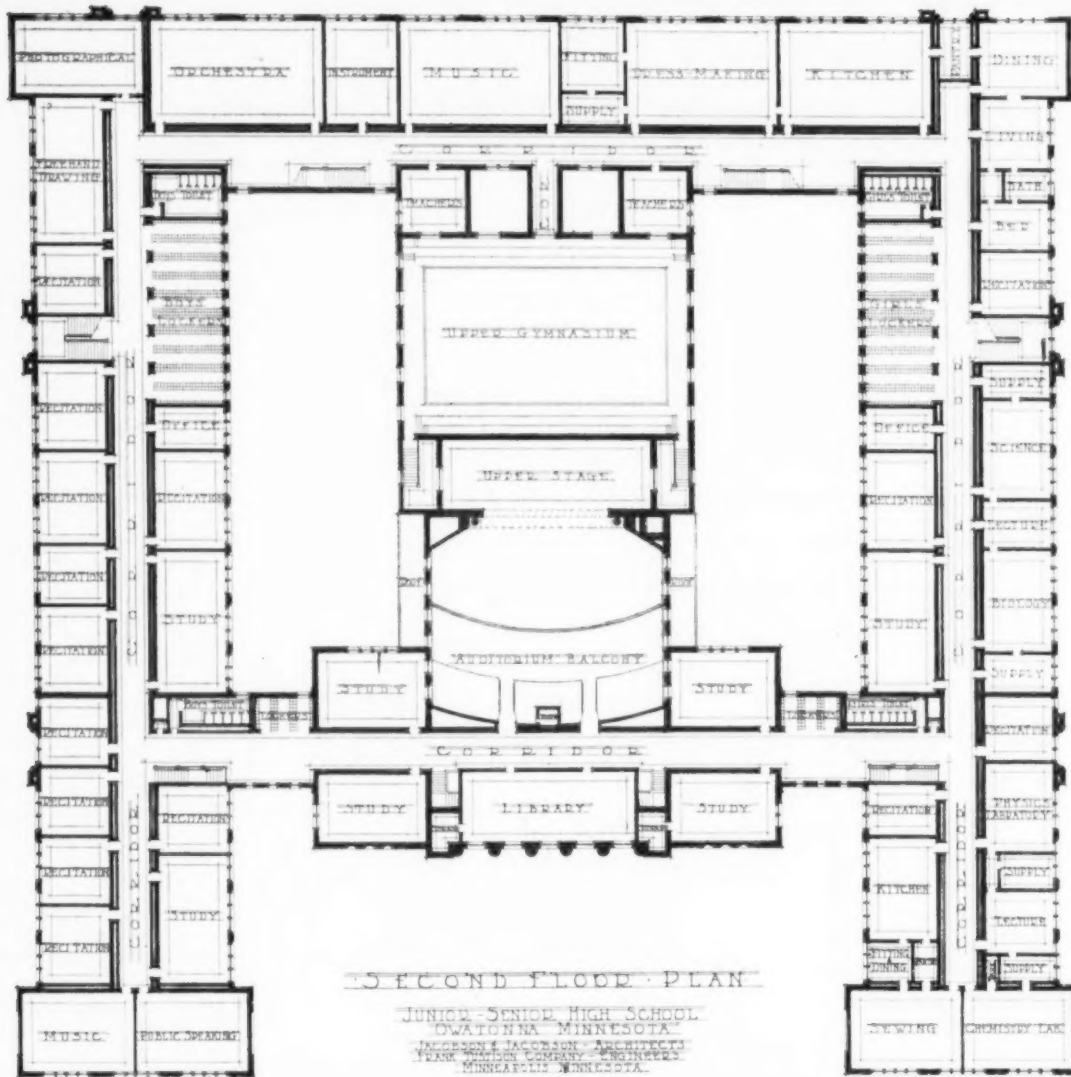
FIRST FLOOR PLAN OF THE HIGH SCHOOL, OWATONNA, MINN. Jacobson & Jacobson, Architects, Minneapolis, Minn.



LIBRARY, OWATONNA HIGH SCHOOL.



COMMERCIAL DEPARTMENT, OWATONNA HIGH SCHOOL.



A STUDY HALL, HIGH SCHOOL, OWATONNA, MINN.

The gymnasium adjoins the auditorium immediately to the rear and may be reached through two passages at the sides of the auditorium. The room is of standard size and equipment and is fitted with a spectators' gallery on four sides. The room is well above ground level and receives an abundance of light from three sides.

Two stairways lead from the corridors adjoining the auditorium to the boys' and girls' lockers, shower rooms and swimming pool in the basement below. The locker rooms have outside light from the large main corridors.

A glance at the plans will show that the auditorium, gymnasium and administrative offices form a complete unit which can be operated independent of the balance of the school.

At the left of the main lobby are the administrative offices of the superintendent of schools and of the school board clerk. The arrangement provides for a public waiting room, for a private office for the superintendent, and for a large vault for records. At the right of the lobby there are offices for the principal, a meeting room for the board of education, and a room for the school nurses.

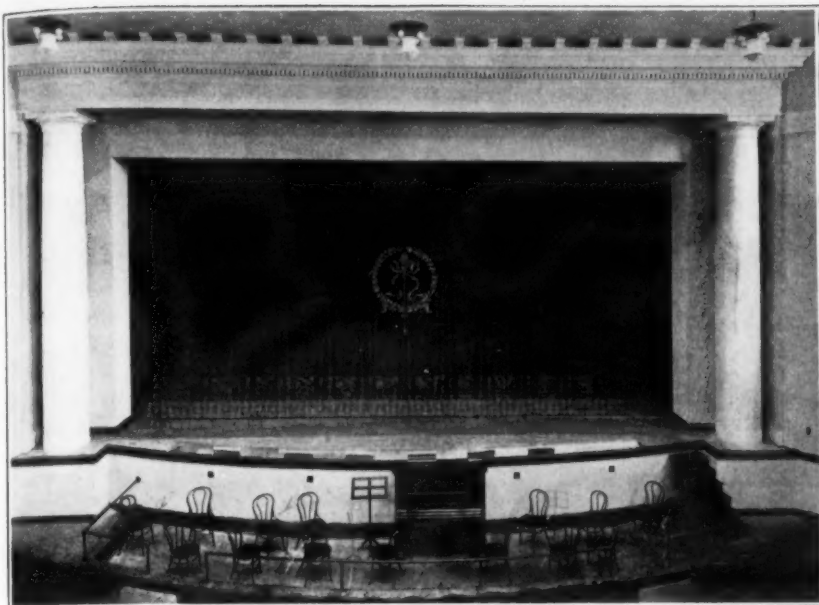
Continuing through the administrative offices to the left wing of the building, and adjoining these offices, is the commercial department, including rooms for typewriting and bookkeeping. The balance of this wing is occupied by recitation rooms and teachers' offices.

In the right wing there are two agricultural laboratories, a drafting room, a series of recitation rooms and a group of rooms for art instruction.

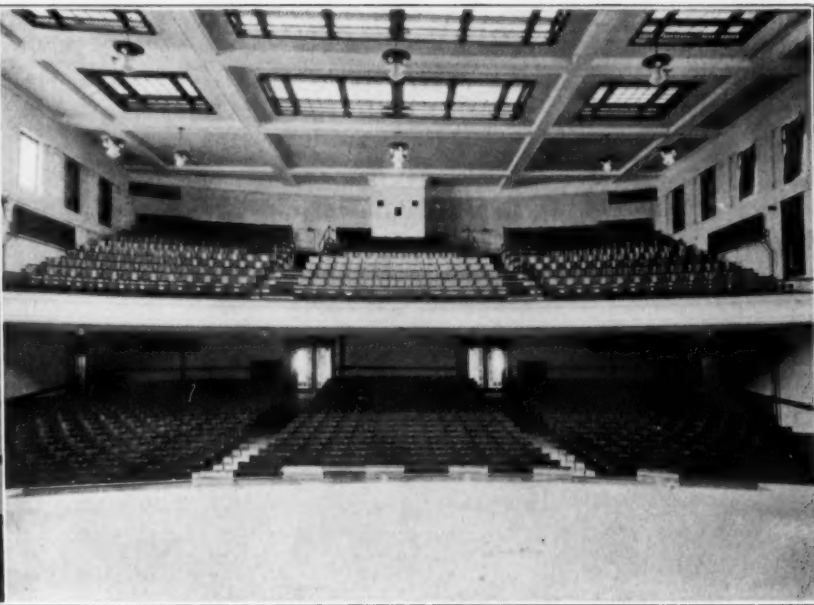
On the second floor, above the main lobby and administrative office, there are four study halls and a large library. The left wing on the second floor contains recitation rooms, several large study rooms, a room for music and a room for public speaking.

The right wing contains a number of recitation rooms, chemistry, physics and biology laboratories and a group of rooms for sewing and cooking.

A group of rooms across the rear of the building has not been erected at the present time but has been provided for in the mechanical equipment and in the general arrangement and construction. The rooms will be erected as soon as the requirements of the school and the enrollment demand. The arrangement is such that there will be no obstruction to light or reduction of the efficiency of the administrative or instructional features of the building. In fact, the wing to the rear will be treated architecturally so that it will be attractive, and



STAGE, OWATONNA HIGH SCHOOL.



THE AUDITORIUM, OWATONNA HIGH SCHOOL.

while the motif will be minor as compared with the main front, it will be no less dignified and imposing.

The cafeteria in the basement of the building is complete and has a normal capacity of approximately two hundred meals daily.

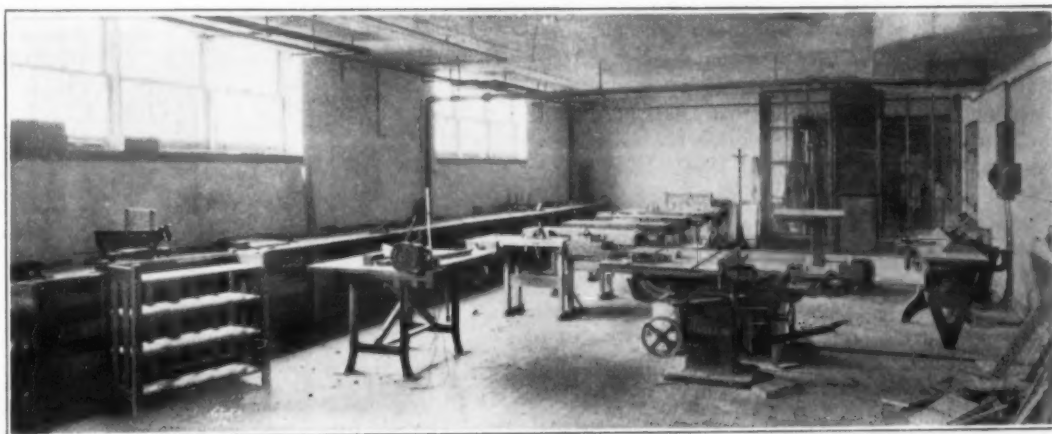
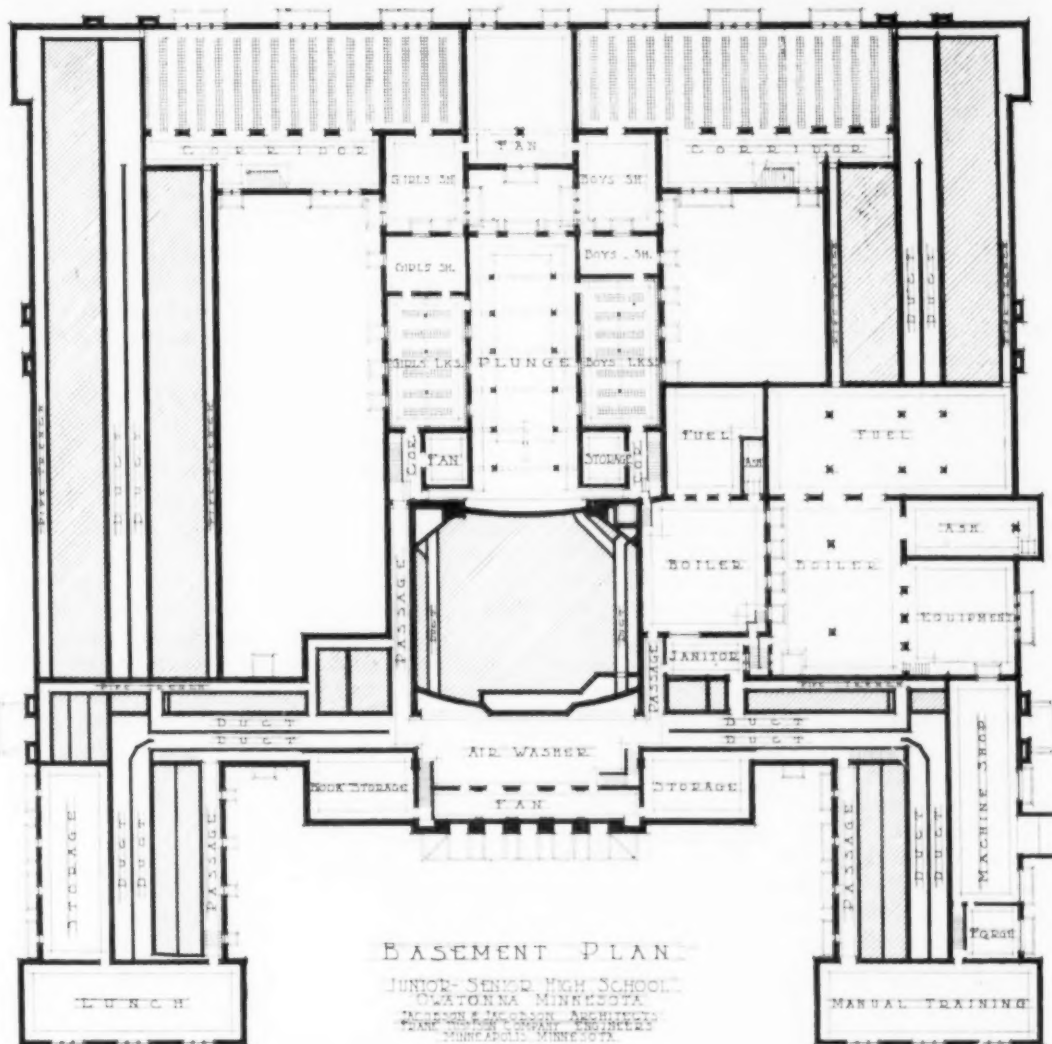
The mechanical equipment, which was designed by and installed under the supervision of the Frank Tustison Company, Engineers of Minneapolis, Minnesota, is the latest and most modern of its kind for school building purposes.

The heating system is an overhead vacuum system with the distributing steam mains run in attic and with the corresponding return and vacuum mains run in trenches beneath first floor slab and on basement ceiling. The boiler plant consists of three smokeless down-draft, low pressure boilers, cross connected in such a manner that any one or all may be operated at the same time. The load is so proportioned that it may be easily carried with two boilers in all but the most severe weather, leaving one boiler in reserve which can be cleaned and then cut back into operation. In the summer months, one boiler is used to heat the swimming pool and the hot water for domestic supply to various fixtures.

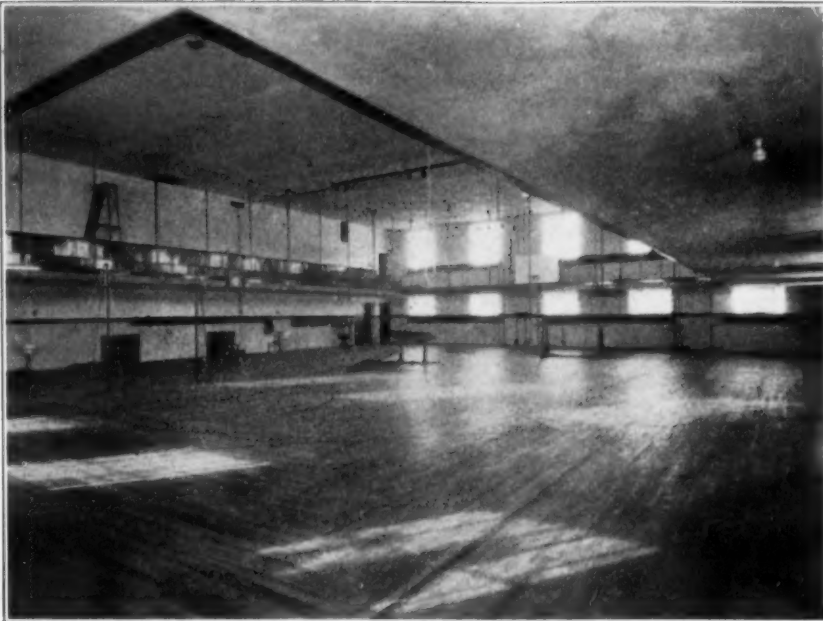
The heating system is a combination system whereby the building may be heated either by direct radiation, when open window ventilation is used, or may be heated by blast system when the fans are in operation. In sub-zero weather, both the direct and the indirect radiation is used, both being automatically controlled. The system is also arranged so as to be operated by gravity or through the pumps, and as operated at the present time, the pumps are in operation only a small portion of the time in the mornings or whenever the temperature of the rooms is to be raised quickly.

The radiators, the indirect coils and the risers are dripped through thermostatic return traps and all returns come back to the boilers well above the water line of same and are provided with air eliminators so that the system may be operated easily by gravity.

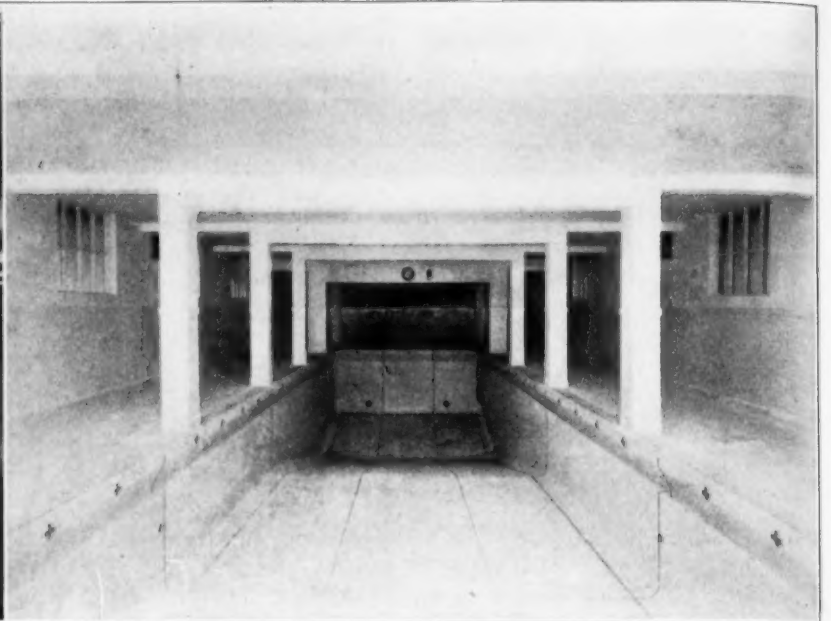
The ventilating system can be operated either as a recirculating system, or as a direct exhaust system or open window ventilation may be used if desired. The main air shafts for the supply of air to the system is taken from above the roof of the central portion of the building and carried down to the air-washers where the air is washed before using. The fans for supply of air to the various rooms are located under the central portion of the building and are so arranged that any portion of the building may be ventilated without running the fans for the portion not in use. An arrangement of damp-



WOODWORKING SHOP, HIGH SCHOOL, OWATONNA, MINN.



THE GYMNASIUM, OWATONNA HIGH SCHOOL.



SWIMMING POOL, OWATONNA HIGH SCHOOL.

ers also makes it possible to supply an excess amount of air to assembly rooms, the auditorium, the gymnasium, etc., when in use for entertainments, etc., and when the maximum seating capacity is in use.

All radiator units in classrooms, etc., as well as the indirect radiation for the ventilating system is automatically controlled and thermostats so located and set that a lower temperature in the rooms is possible with the proper percentage of relative humidity also under control.

Special ventilation is provided for the locker rooms, toilet rooms, cafeteria, domestic science rooms, laboratories and the pool room and shower rooms. Exhaust fans are so arranged that the air is exhausted directly from the building. Exhaust ducts and vents for the locker rooms and for the lockers are so arranged that a constant flow of air is maintained through the lockers themselves at all times.

The plumbing is highest grade throughout. All fixture connections are vented and re-vented, providing continuous circulation. The shower rooms for the boys and for the girls are located adjoining the swimming pool room and the showers are provided with thermostatic control valves set at the required temperature. The filters and special apparatus for the swimming pool is located adjoining the boiler room and the water in the pool is sterilized by means of Ultra Violet Ray Sterilizers. Vacuum cleaning system is provided throughout with special vacuum cleaning apparatus for use in cleaning the swimming pool.

A special equipment room is provided adjoining the boiler room for the electrical service for power and light in which is located the main panel boards, etc. All special apparatus is well protected and the room is kept locked for further protection. A complete intercommunicating telephone system is installed with the main switchboard located in the clerk's room adjoining the superintendent's office. An electric clock and program system is installed with secondary clocks in the various rooms and with the master clock in the clerk's room. Fire alarm system is also provided throughout the building, and in addition chemical fire extinguishers are provided in special cabinets at accessible points throughout.

The building cost a total of \$630,000. It was erected from plans prepared by Messrs. Jacobson and Jacobson. The local interests were in charge of Mr. Paul H. Evans, president of the board of education; Mr. R. H. G. Netz, chairman of the building committee; Mr. G. A. Cedardahl, chairman of the finance committee; Mr. F. H. Joesting, chairman of the equipment

committee; Mr. John H. Dinsmore, secretary of the board of education. The educational features of the building were handled under the direction of Mr. John H. Skinner, superintendent of schools.

THE HIGH SCHOOL BUILDING AT SEYMOUR, CONN.

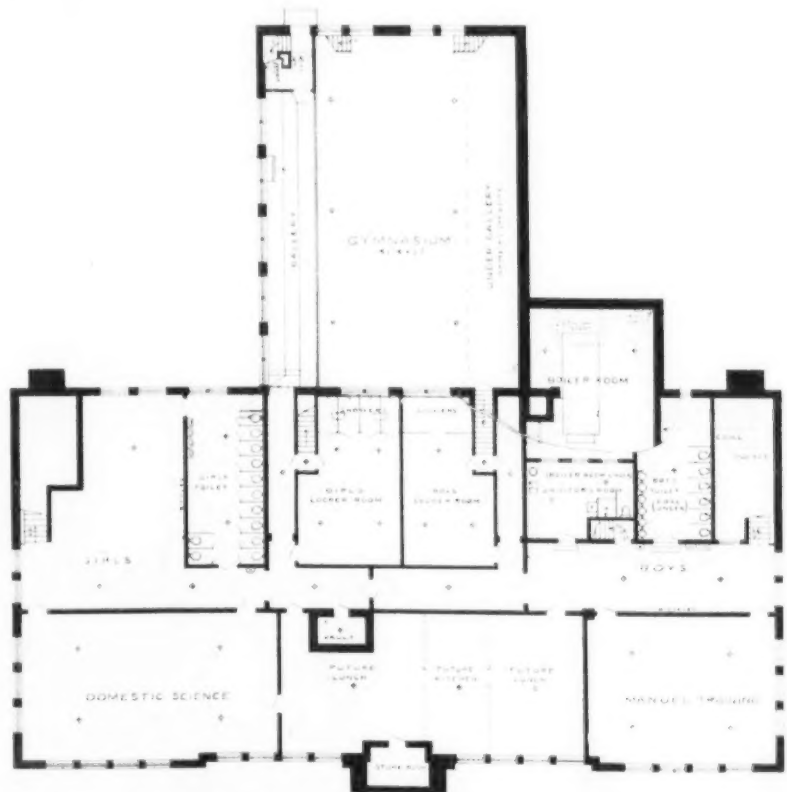
R. C. Clark, Superintendent of Schools.

The board of education of the Town of Seymour believe that there should be a close cooperation between the public schools and the public library. Therefore when the new high school building was erected a lot was chosen adjacent to that of the library building. This is proving a real advantage to both institutions in the work they are doing.

The exterior of the building is designed to harmonize with that of the library. The impression which this exterior gives is that of substantialness. There is little attempt at ornamentation. It derives a real beauty largely from its proportions. The construction is of dark red face brick and gray stone trimming. Like the exterior, the interior is distinguished by a dignity and charm derived largely from its simplicity and the correctness of its proportions. The only attempt at ornamentation is in the leaded glass work over the front door.

The design of the interior is particularly interesting in the way in which all available space is used. The front hall, which opens into the main corridor, has the superintendent's office on one side. A feature of this office is a large fireproof vault for the keeping of the school records and other papers. Opposite this office and to the right of the entrance is the study room, 24 feet by 57 feet in size, with eighty pupils' desks.

The main corridors which extend the length of the building on both floors are amply provided with arrangements for taking care of the pupils' wearing apparel, the corridors being eleven feet in width. Off the corridor on the first floor are two commercial rooms, one for typewriting and the other for bookkeeping. In the rear is another classroom and the main assembly room, which is 22 feet by 42 feet in size. It is planned to extend this and make a community hall 71 feet by 42 feet. This was not done at the time the building was erected as it was necessary to build at the time of peak prices and it was felt that it could wait a few years. Large folding doors between this room and the corridor make it possible to use the corridor space for additional assembly room. On this floor are the principal's office, a teach-



BASEMENT PLAN, HIGH SCHOOL, SEYMOUR, CONN.
Wm. D. Johnson Co., Architects, Hartford, Conn.



HIGH SCHOOL, SEYMOUR, CONN. Wm. D. Johnson Co., Architects, Hartford, Conn.

ers' room, and a library. The library is well located opposite the study hall.

In the basement are three large, well-lighted rooms for manual training, domestic science and lunch rooms. There is also a large play room, which will be used as locker rooms when a gymnasium is added later. This gymnasium will be under the community room. Ample provision has been made for the toilet rooms which are equipped with the most modern fixtures.

The boiler room contains a Kewanee smokeless boiler, having a capacity of 12,000 square feet. This boiler burns either hard or soft coal. One feature of this floor is the janitor's room in which are the electrical apparatus, a place for repair work, a toilet room and a shower

bath. From this room the janitor can read the steam and water gauges on his boiler.

On the second floor in the front of the building is a physical laboratory, a biology and chemistry laboratory, a science teaching room and two standard classrooms. On the stair landings are rooms for the storage of books and supplies. Each classroom is equipped with a book closet and a teacher's closet.

The building is fireproof. The floors are cement and are covered with hard wood in the classrooms and assembly rooms and with battleship linoleum in the administration rooms. The partitions are of terra cotta block. An electric clock system, interior telephones, a vacuum cleaning outfit, and a very efficient lighting arrangement help to make the building ideal

for school use. The Moline univent system of heating and ventilation is used.

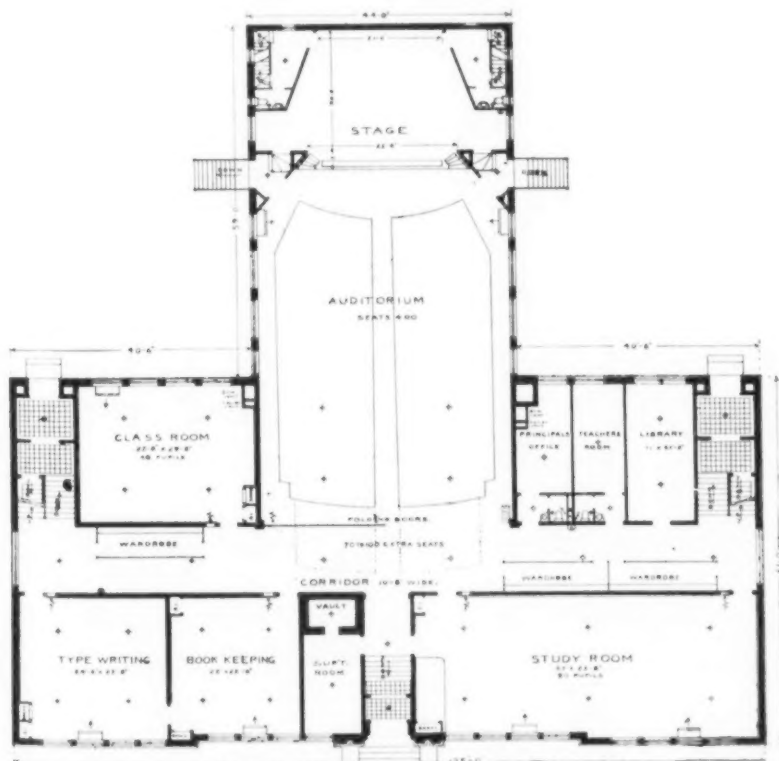
The building was erected in 1920-21 at the time of peak prices at a cost of \$165,000.

THE GARNETT HIGH SCHOOL.

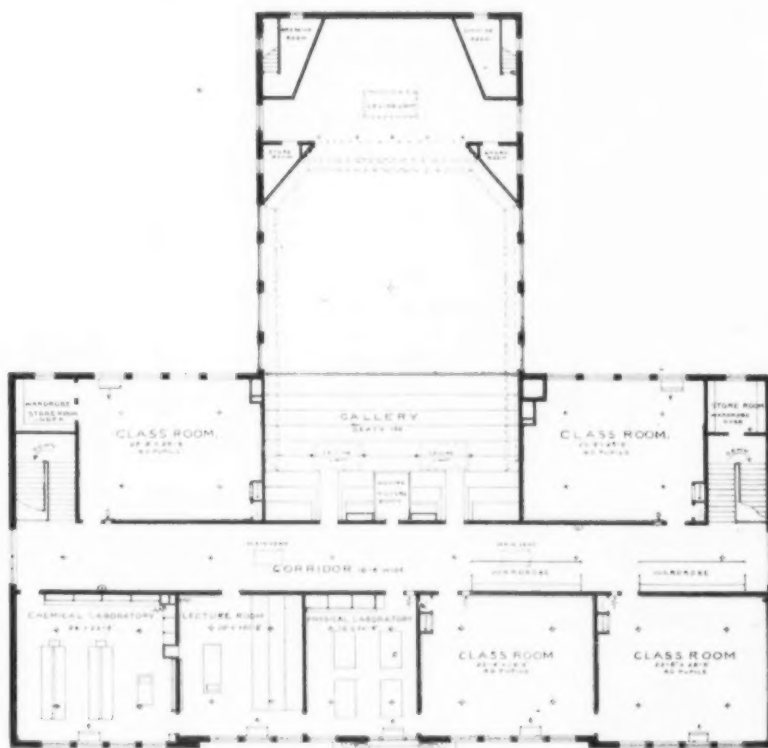
C. H. Oman, Supt. of Schools.

The new high school building at Garnett serves the high school requirements of a community of 2,500 people, in the center of a rich agricultural district. The building was erected during the year 1922 and dedicated during Education Week, December 3-6, 1922.

The building measures 84x136 feet and is of brick construction. The basement is almost entirely above grade and contains in addition to a large manual training shop and a mechanical



FIRST FLOOR PLAN, HIGH SCHOOL, SEYMOUR, CONN.



SECOND FLOOR PLAN, HIGH SCHOOL, SEYMOUR, CONN.



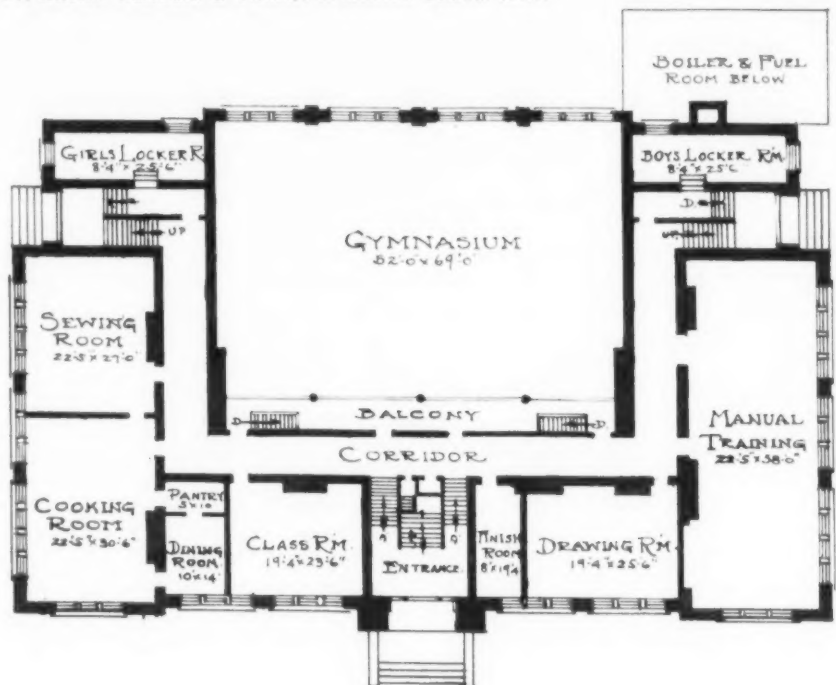
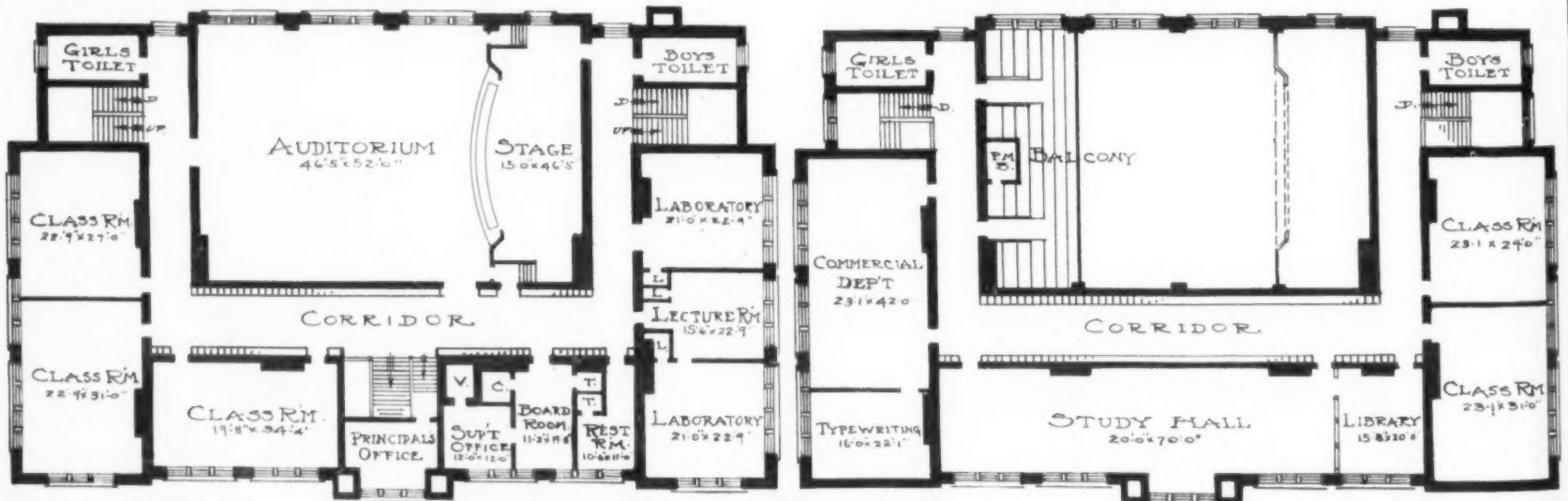
HIGH SCHOOL, GARNETT, KANS. Washburn & Stookey, Architects, Ottawa, Kans.

drawing room, one classroom, a cooking room, a sewing room, storage space and a large gymnasium. The last mentioned room is one of the finest and best in the eastern part of Kansas and is fully equipped. It has an 18 foot ceiling, and along the inner side adjoining the corridor, a spectators' balcony has been provided.

On the first floor there are three standard classrooms and a complete science department with two laboratories and a locker room. The administrative offices of the city schools and the office of the principal and a teachers' rest room are also on this floor. The auditorium occupies the rear of the floor and has a large, well equipped stage suitable for all school exercises and school theatricals. It seats 550.

On the second floor there are two standard classrooms, a large commercial department, a library and a general study hall. The balcony of the auditorium is entered from the second floor corridor.

The building is equipped with built-in individual lockers on the second and third floor and has locker rooms with shower baths in connection with the gymnasium. The general furni-

BASEMENT PLAN.
HIGH SCHOOL, GARNETT, KANS.

FIRST FLOOR PLAN

SECOND FLOOR PLAN.

HIGH SCHOOL, GARNETT, KANS. Washburn & Stookey, Architects, Ottawa, Kans.



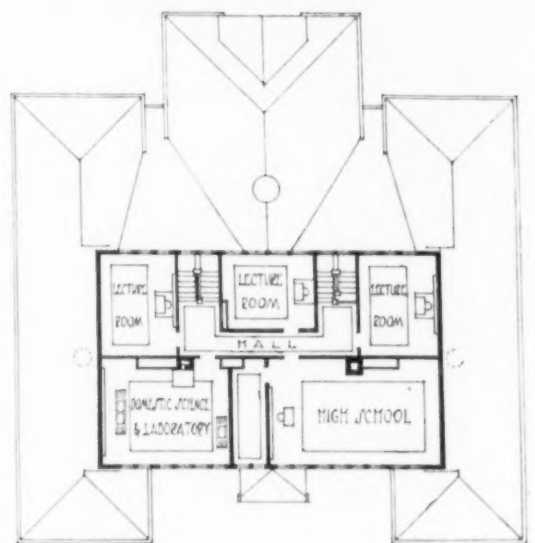
MAHOPAC UNION SCHOOL, MAHOPAC, N. Y.



BASEMENT PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN

FLOOR PLANS OF THE MAHOPAC UNION SCHOOL, MAHOPAC, N. Y.

ture for the building is of oak finished to harmonize with the wood trim of the building.

The building is steam heated and is equipped with a fan ventilating system; an ozonator is provided. Temperature in the classrooms is controlled by Powers' regulators.

The building cost was as follows:

Site	\$ 8,658.00
Building including heating, wiring, lockers, etc.	129,244.00
Walks and grading	2,100.00
Furniture	6,388.00
	<hr/>
	\$145,390.00

The building was dedicated during Education Week in December by a series of programs which included addresses from prominent educators, demonstrations of work by members of the high school classes, music, etc.

CRITICISM OF SCHOOL BOARDS—A CITIZEN'S PREROGATIVE.

There is probably no branch of the public service anywhere in the country which receives more loyal and unselfish support than that which deals with the administration of the schools. Thousands of men and women give liberally of their time and effort without com-

pensation other than the satisfaction of serving the community and thus adding to the well-being of the nation.

The patient zeal invested here is put to a special test when earnest effort is exposed to criticism, frequently unjustly founded and wrecklessly uttered. The conscientious member of the board of education begins to awaken to the thought that his is an ungrateful task, and slowly realizes that to serve the public, no matter how ably and unselfishly, means to be exposed to public criticism as well.

It is one of the prerogatives of citizenship to criticize the public service for which he pays and to point out wherein he deems that service to be in the wrong, or at least at variance with his own notions. The schools come in for their share of attention at the hands of those who are sincerely concerned as well as those who are merely irritated because they are called upon to pay their rightful share.

"It has become discouragingly common to hear the common school blamed for whatever attacks or threatens the social body," said William H. Stone, a writer in the *Educational Review*, recently. "Whatever is underdone or overdone in life sooner or later is deposited

upon the doorstep of the public schoolhouse. So common has this form of censure become that genuine friends of the public school may well hesitate to join the chorus of condemnation, lest the public consciousness be dulled or the public conscience calloused to vital though remediable shortcomings. And yet, so long as the public school remains the chief agency for transmitting social inheritance, and so long as it remains one chief agency of education, it must continue subject to criticism. What its real friends should insist upon is that such criticism be at all times constructive and fair."

Exactly! If the critic who condemns a policy, a method or a departure, would come forward with something better, more practical and more effective, he would readily become a blessing instead of an irritant. It is the chronic fault finder who annoys and injures without adding to betterment of things.

But, the board of education that cannot brave unwarranted as well as warranted criticism does not possess the fiber and strength that characterizes the American citizen. Nor is the school superintendent who is super-sensitive, or who cannot distinguish the trifling from the

(Concluded on Page 134)



THE AMERICAN School Board Journal

WM. GEO. BRUCE {
WM. C. BRUCE { Editors

EDITORIAL

ARE THE COSTS OF POPULAR EDUCATION MOUNTING?

When the statement, that the costs of popular education are higher now than ever before in the history of the country and had reached a limit, came from such an eminent source as Dr. Henry S. Pritchett of the Carnegie Foundation, there was some commotion.

Those among the educators who attempted to make reply found it difficult to meet the somewhat sweeping statement and were inclined to hinge some of their arguments upon exceptional phases, or to hold in general terms that the charge was unjustified. There were those who held that Dr. Pritchett merely misunderstood the American genius as exemplified in the administration of the country's schools. But, on the whole the Pritchett statement stands unanswered.

The boldest claim, however, has been that school costs are no higher now than they ever were. The schoolmaster who has frantically rushed into print to refute the statement that the school costs are higher, has tried to prove his case by making comparisons with a lot of other things, some relevant, some irrelevant. He has convinced nobody. The large outstanding fact, that the schools require more money than ever in the history of the country, is with us. Why deny it?

Now that everybody, who has cared to differ with the eminent critic, has spoken there are some conclusions upon which we can all more or less agree. In terms of money education costs more. That fact is established. The reasons may be several but we must all admit that, aside from the reduced purchasing power of the dollar, the schools are on the whole dispensing more education, of greater diversity and of better quality than ever before, and consequently cost more money.

No one will deny that school terms have been lengthened, that children are brought to the schools at an earlier age and kept there longer, that special studies have been amplified, that the physical care of pupils has become a matter of public concern, and that vocational training has come into vogue. In brief, we exact more at the hands of schools than we ever did before. The American home has transferred some of its obligations to the schools; industry has looked to the same source for the better recruiting of its forces, and commerce has made its demands with greater insistence.

The American schoolmaster, on the other hand, has with characteristic enterprise and energy fostered and accepted these newer obligations. He has widened the scope, increased the size and efficiency of his plant, and is rendering society a larger and better service.

And now coming to the element of cost, it simply remains that, if society demands more of the schools, it must expect to pay more for them. The practical question that arises here

is whether society has reached the end of its ability to pay more. The answer on the whole must be made in the negative.

And finally it must be emphasized that the scope and momentum which the schools have reached are not only due to the genius of the educators of the land but also to the demands of the American people. That scope and momentum, educationally speaking, will be continued. The cost item will find its adjustment in the tax ability of the people on the one hand, and the obvious and recognized needs of the school on the other. Common sense will dictate the adjustments from time to time and hold things balanced and checked.

At the same time an occasional word of warning cannot but have a beneficent influence. And while we must not remain deaf to the voice of caution and circumspection we can with complacency and some pride view the trend of things in the educational life of the nation.

THE VICTIM OF A SCHOOL BOARD DEADLOCK.

In the entire range of school administrative service there is no situation more embarrassing than that which fixes itself into deadlock over the re-election of a superintendent. It splits the board of education into two factions, arouses antagonism and bitterness, and opens the doors to public controversy over the merits or demerits of the superintendent.

While the supporters of the superintendent hold that his services entitle him to recognition, the opponents with equal emphasis may advance his shortcomings. When the contest becomes heated the extremes are certain to be indulged in. The superintendent receives an excess of praise and sympathy and on the other hand more vigorous condemnation than he deserves. His name, his job and his professional prestige become the football of strife and contention.

In a deadlock of the kind intimated the school superintendent himself becomes the victim of a decided difference of opinion as to his fitness for the job assigned to him. Sometimes the charge is that he lacks scholarship; a temperamental weakness or lack of judgment is complained of, and again, the contention may be a question of personal likes and dislikes. At best the superintendent who is wedged in a deadlock is humiliated, traduced and abused.

In a Wisconsin city the school board recently became deadlocked over the re-election of its school superintendent. The members were kindly and courteous but firm and unyielding in their attitude. They sought neither publicity or injury for the schoolmaster. They wanted to give him all the protection to which he was entitled. There was an honest belief, however, that he should retire. But, a deadlock in itself is an unusual thing, which commands newspaper publicity. The opposition felt itself compelled to resort to a vindication of its position by frankly enumerating the schoolmaster's shortcomings. Such things do not make pleasant reading and should not be prompted either by schoolmaster or school board.

No real man runs away from a fight, but the superintendent whose election or re-election is wedged in a deadlock is already licked and should retire forthwith and with proper grace. The fight is over as far as he is concerned. To win in the break of a deadlock can only mean a losing fight in the end.

A school superintendent who values his professional standing should never allow a situation to develop whereby he becomes the object of contention in a divided house. Among the many qualifications he must possess as a schoolmaster is the one which means knowing when to quit. A resignation submitted at the proper

time and based upon acceptable reasons, may not only avert an embarrassing situation, but also in the end serve the best interests of all concerned.

SOME VACATION REFLECTIONS ON SCHOOL ADMINISTRATION.

The modern conventions of urban life, and allurements of the garden spots of nature, have designated the summer months as the vacation and play season of the year. The schools are closed, the superintendent has gone to an educational convention, the teachers may have gone somewhere else, and the president of the school board has gone fishing. At any rate, the schoolhouse is locked up for the summer and that at least spells vacation for pupils and teachers.

The school board president is glad to get away from the burdens of his office and forget for a time all about schoolmarm, pupils and parents. He baits his hook and throws out his line for the next fish. He prefers just now to think in terms of fish. The picture which nature has spread before him is more entrancing than the most stately school palace he ever saw in an architect's fanciful painting. The nibble on his line sings a sweeter song than any pupil chorus he ever heard.

But alas! The school administration vacation is a myth. Schools may close for a few months, the superintendent may go off to make a speech at some educational gathering, the teacher may venture into a summer courtship and plan her refusal ever to teach again, and the president may go fishing for a few days, but the administrative branch of the school system must be at work. Some one must be on the job all summer.

There is work for the president and the school board, the superintendent and the secretary, the janitor and the engineer, the plumber and the electrician and the carpenter and the painter. They constitute the untiring reception committee that makes the preparations for the welcome to be extended to the army of children upon their arrival at the reopening of the schools.

The school board president may have tarried long enough to hook a good mess of fish, but he hikes back to the school board rooms for some meetings and some conferences, and to wonder why the rising generation should take up so much of his time and thought.

The housing must be in order. It must be safe and sanitary. The supplies and equipment must be complete and serviceable. The teaching force must be engaged and assigned. The courses of study must be outlined. The whole machinery employed in the training of the pupil must be in readiness when the process begins.

Thus, school administration is a continuous affair which employs school boards and school-housing, superintendents and teachers, janitors and engineers for one definite and sole objective, namely, the intellectual, physical and moral welfare of the school child.

WHAT A COURAGEOUS BOARD OF EDUCATION DARES TO DO.

It is perhaps not unfair to the state that the restiveness which has in recent years afflicted our social fabric also has invaded the precincts of school administration. The tendency to scorn the established order of things has manifested itself in pupil, teacher and janitor strikes and other demonstrations in defiance of authority.

The backbone of boards of education and superintendents was more than once in recent years put to a severe test. While some few displayed weakness, and a tendency towards maudlin compromise, the great rank and file of those in authority met the situation man-

fully and they believe whom so that where authority eruption to the fact is it likely tirely certain when first

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fully and courageously. They held to what they believed to be in the interest of those for whom schools are maintained with the result that where strength and fearlessness was shown, authority was ultimately respected. But, the eruptions which bring school board authority to the fore have not disappeared entirely, nor is it likely that they will ever disappear entirely. Stubborn resistance to authority is certain to come to the surface here and there when firm and decisive action is called for.

Only recently a school board in a small Arkansas town defied by the lipstick and face powdered girl, contested its authority up to the supreme court. A New Jersey school board promptly expelled a group of high school girls who resented interference with their habit of smoking cigarettes whenever and wherever they pleased. A score of school boards have met school strikes and disorders by prompt and judicious action.

But, the exercise of courage on the part of school authorities is not confined to dealing with refractory pupils, teachers and janitors. It requires a sterner conception of the function and mission of school board service when it comes to the question of policies that in themselves are sound but do not meet entirely with public favor.

When, for instance, questions arise which necessarily dig deep into the pockets of the taxpayer, and which have for their purpose the proper housing of children or a better paid teaching service, then the test of backbone becomes a more severe one. The school authorities must at all times be certain while the public may be uncertain and be definitely on a justified affirmative while the taxpayer is on an unjustified negative.

The board of education that can make out a good case for itself, in departure and project, should always stand ready to meet opposition in a tactful yet firm manner. The taxpayer who is strongest today in his opposition to a new school building may boast loudest tomorrow, and with a display of civic pride, when the project is an accomplished fact. Opposition usually fades when faced with a righteous cause, or a well conceived and well planned utilitarian project. A well balanced board of education is never afraid of a fleeting and unwarranted opposition. It goes to the center of things with deliberation and with fearlessness.

WHAT SHOULD BE THE SALARY OF THE SCHOOL SUPERINTENDENT?

The awkward feature connected with the office of the school superintendent must be found in the fact that the compensation is a matter of public knowledge and too frequently a matter of public discussion. The appointment, or reappointment, of a superintendent, as announced in the public press, is always accompanied by the figures that constitute his salary.

The salary accorded the manager of a commercial or industrial enterprise or the president of a bank, no matter how princely the same may be, is regarded as a matter of private and not public concern. And yet the ultimate consumer, namely, the general public, pays the salary of the industrial and financial executive just as it does that of the public official, including the school superintendent.

But, the school superintendent's salary may become a matter of discussion by all classes and subject that official to humiliating comparisons and offending remarks as far as his compensation is concerned.

The salaries of superintendents, as they ought, have in recent years experienced an upward tendency. This has been due in a measure to a rivalry on the part of boards of education

to get the best men obtainable as well as to the fact that the compensation in other fields of executive service have come into higher recognition. There has also come upon the public mind an appreciation that the school superintendent fills the most exacting job in the community and must be compensated accordingly.

While salaries paid to school superintendents have heretofore largely been guided by the size of the community, there has been a tendency on the part of the smaller towns to rival with the larger by making more attractive figures. After all, the law of supply and demand has here come into play, and the upward tendency demonstrates that the demand for desirable men has been greater than the supply.

As already intimated, the fact that the compensation of the school executive is a public matter may become awkward. In an Iowa City, for instance, where the school superintendent receives a handsome salary, a prominent citizen breaks out in the public press with this protest: "It is absurd to say that the success of the entire system of education of the city is dependent upon the man with a salary surpassing that of your governor, judges of the supreme court, district judges, and other men who are occupying high official positions. If the school board can be persuaded into the acceptance of a contract with the superintendent, such as the one of the last three years, I, for one, feel that the board can be persuaded into doing many other foolish things."

If the supply of governors and judges is greater than that of good school superintendents, it only follows that their compensation may be less. And if the demand for efficient school superintendents is greater than the supply, their compensation may be higher regardless of what compensation governors or judges may command. While we recognize the importance of government and the courts we must not under-estimate the forces that make for that citizenship which respects both government and the enforcement of law, and makes these possible.

It is indeed a gratifying symptom in the system of popular education in the United States when boards of education strive for excellence in standards through the service of high class school superintendents. It is up to the boards of education to get the best school superintendent, consistent with the local situation and the salary it can afford to pay, that may be obtainable. Such a course is entirely in harmony with what an intelligent citizenship wants and is willing to pay for.

WHERE THE ELECTIVE SCHOOL BOARD IS NOT WANTED.

The elective method for the creation of school boards has proven most acceptable in the smaller and medium sized cities of the country. Where the unit of population is not too large there is an opportunity to learn something about the relative merits of board of education candidates. In the larger cities the appointive system is deemed the more expedient and serviceable.

Owing to the scandals which have attached to the board of education of Chicago, which is an appointive body, a number of different legislative panaceas have been proposed. One of these puts the administration of the schools into a city council committee and another provides for an elective body.

The first of these may be quickly disposed of. It has been tried and has been discarded. A body that has many of the problems of municipal government under its care cannot give adequate attention to the school interests.

The application of the elective system to large cities like New York, Chicago and Phila-

delphia involves a grave problem. Can a large constituency be fully informed as to the character and fitness of the candidates? Again, can the evils which usually beset the large city scramble for office and the patronage feature be eliminated from school board elections? Will men and women of high character and eminent fitness stand ready to expose themselves to the heat and turmoil of an election?

The answer to these questions has hitherto been found in the fact that a community may become so large that it has outgrown the community spirit, that local pride and patriotism is dissolved into a large town individualism which does not know its next door neighbor and does not care whether "school keeps" or not.

In discussing city council control of school affairs the editor of the *Chicago Post* recently said: "This would mean abolishing the school board wholly and turning all the affairs of the schools over to the city council. The plan has whatever virtue lies in consolidation, but it has very serious objections, which have disclosed themselves in other cities where it has been tried or is now in effect. Presumably there would be a committee on education of the council, under which the commissioner of schools would function. But a committee of the council is, after all, only a committee, and its affairs are subject always to the interference of the council and of other committees. It is a recognized tendency of large bodies to meddle in administrative affairs. It has been found that where a council committee had charge of the schools it was continually hampered by the assertiveness of other committees, which in matters such as the purchase of sites, erection of buildings, and like affairs involving large expenditure, claimed interest and jurisdiction."

"Administrative educationalists do not believe in this method. In practice it is far less effective for the simplifying of school problems than it may seem to be in theory."

Then the editor says: "We object to an elective board because we believe the voters now have more officials to elect than is best for the interests of good government. The ends of democracy are defeated when the duty of direct choice is extended to a field too big for its intelligent exercise."

This simply means that in the vastness of area and population, and the multiplicity of events and distractions, the candidate who aspires to a seat on the board of education is not sufficiently known to warrant a conscientious vote, and that if he were an outstanding figure in a large metropolis he would not aspire to board of education honors.

Thus, the appointment by the mayor who is elected by the people and who is held responsible for the appointments he makes, must remain the method of school board making in the larger centers of population. Elect a high-minded mayor and a good school board follows. Elect a political schemer and the contrary happens.

At Valentine, Nebraska the school board dismissed a twenty-three year old woman high school teacher because she kept company with an eighteen year old boy pupil. When she learned of her dismissal she exclaimed: "What does that school board mean? Expect us to die as old maids."

The Connecticut legislature declared a "field day for educational matters." That is a new way of putting it but not so inappropriate after all. The impact which school measures receive usually leaves an assortment of sore heads and limbs and unpleasant impressions of stubborn law makers.

Duluth's New Salary Administration Plan

Qualifications and Conditions of Employing Professional Service.

The board of education of Duluth, Minn., recently formulated a comprehensive plan for the employment and compensation of teachers, principals and supervisors. In working out the same, the authorities laid down the fundamentals for a well governed school system and entered into explicit terms on every phase of promotional and compensatory conditions in the professional service. We present the more important features of the regulations adopted, as follows:

I. Purpose of the Salary Schedules.

The most important factor in building up a school system is the classroom teacher. The thinking people of any community believe and demand that the children in the schools be taught by those who are best qualified to do so from the standpoint of native ability, professional training, and experience. They further believe that an adequate and efficient education for every child is of vital importance to the future welfare of city, state and nation. To further these ends the salary schedules herein described have been adopted for the following specific purposes:

1. To indicate the annual rates of increase from the minimum to the maximum salaries in each department.
2. To enable the board of education to arrive at a more accurate estimate of the financial needs of the schools through a definite knowledge of future requirements for salaries.
3. To enable the Duluth schools to attract and to hold teachers of unusual merit.
4. To keep out of the Duluth schools all teachers who fail to achieve the minimum standards of preparation set by the board of education.
5. To encourage the professional improvement of teachers in service.
6. To induce young men and women of the most sterling and masterful qualities of character, intellect and force of personality to prepare for the teaching profession as a career.

II. Nature of the Schedules.

1. It is a single schedule. The provisions of this schedule apply to all grades and departments of the Duluth schools. It is a schedule under which teachers with equivalent training and experience are paid equal salaries, no matter in which grade or type of school they may serve. Given the same preparation, experience and personal qualities, it insures the same financial remuneration for the kindergarten teacher as for the instructor in the senior high school.

III. General Regulations.

1. Period of Appointment. All teachers shall be elected for a period of a full school year unless at the time of their election a shorter period shall be specified and such shall be specified in and form a part of the teacher's contract.
2. First Appointment. The first appointment of any person to any position shall depend solely upon his comparative fitness to serve the schools. The date of filing application, place of residence or the candidate's personal needs or interests shall not be considered as qualifications for or as claims upon appointment.
3. Probationary Period. For three years after the first appointment, a teacher without previous experience shall be considered as "on probation." Teachers with two or more years of previous approved experience shall be considered as "on probation" for a period of two years. The annual increments provided in these schedules may or may not be granted to instructional, supervisory or administrative employees during the probationary period. The matter will depend entirely upon the extent to which the appointee has demonstrated his particular fitness for the position held. No person will be retained in the schools beyond the pro-

bationary period who has not demonstrated as a teacher abilities which are entirely satisfactory and whose evident capacity and desire for professional growth warrant retention during subsequent years during which time he will with few exceptions receive the automatic salary increases provided in these schedules. This rule is to be considered effective as of September 1, 1922.

4. Assignments and Transfers. All persons newly appointed or already in the service shall be assigned to positions by the Superintendent. Any assignments may be changed at any time by the Superintendent if he feels that the best interests of the schools can be better served thereby.

5. Fixed Salaries. The salary of each appointee shall be fixed in terms of the schedule which applies. The professional preparation and previous experience of an appointee shall be evaluated by the Superintendent and approved by the Board of Education at the time when the appointment is formally confirmed by that body. The salary as fixed shall not be changed during the period of appointment except to correct a clerical error, or an error fixing a salary inconsistent with the terms of whatever schedule may apply.

6. Increments Due Under Former Schedule. Any teacher or principal who, under the operation of the salary schedule in effect during the school year 1922-23, would be entitled to one or more annual increments of \$75 and who would receive no increment under the operation of this schedule shall receive an annual increase of \$75 until he has received all such increases due under the former schedule or until an increment of equal amount becomes due him under the present schedule.

7. Period of Service and Schedule of Payments. (a) The superintendent of schools, assistant superintendents, and director of recreation, together with any such persons as may be specifically designated shall serve during the entire year with such annual vacation as may be reasonable. Such persons shall be paid one-twelfth of their annual salaries on the first day of each calendar month. (b) All teachers, principals, supervisors, and other appointees, excepting those included under (a) of this item, shall serve thirty-eight weeks exclusive of vacations.

8. Rules Relating to Sick Leave. (a) The number of days each teacher is absent during the school month shall be shown on the Time Report for the building to which he or she is assigned, stating whether the absence is due to (1) illness of teacher, (2) quarantine, (3) death in family, or (4) personal business.

(1) If the absence was caused by quarantine or illness due to a contagious disease, contracted while in the performance of his or her duties, full pay shall be allowed for the period of such illness or quarantine, provided this period does not exceed 60 school days. In such cases a physician's certificate, endorsed by the medical inspector employed by the board of education must be attached to the time report on which the allowance is made.

(2) If the absence was caused by the illness of teacher not due to quarantine or contagious disease contracted in the performance of his or her duties, full pay shall be allowed for the first twenty days of illness and half pay for the remainder of the absence, for a period not exceeding 40 school days during a school year, it being understood that full pay for the twenty school days under this clause (2) is only to be allowed once during a school year. A physician's certificate must be attached to the time report on which the allowance is made.

Teachers availing themselves of the allowance under (1) and (2) of this rule shall not be entitled to any further allowance for illness during the year.

(3) If the absence was caused by a death in the family of the teacher, full pay shall be allowed at the time, for a period not to exceed five (5) school days.

(b) Teachers who have been absent during the year because of illness of teacher or quarantine and who have not availed themselves of the provision under (a) shall, at the end of the year, be allowed the amount deducted, provided such allowance shall not exceed ten days full pay.

9. Leave of Absence. (a) Leaves of absence may be granted to appointees by the superintendent for the purpose of visiting other schools,

and attending educational meetings, without loss of pay. Leaves for visits shall not exceed two full days per year and no leave may be granted for more than two weeks without the approval of the board of education.

(b) The board of education may grant leaves of absence without pay, for ill health over a period not to exceed one year.

(c) The board of education may grant leaves of absence without pay, for professional study or extended travel over a period not to exceed two years.

(d) A teacher on leave of absence who is not engaged during the period of leave in approved educational work, will return to the schools at the same salary which he would have received at the beginning of his leave of absence.

(e) Time during a leave of absence that is devoted to study or other approved educational work may on the recommendation of the Superintendent, be accredited to the teacher as experience in determining the teacher's salary advancement.

(f) Application for leave of absence for a period longer than two weeks should be made at least one month in advance of the date of the beginning of the leave.

(g) An application for a leave of absence must state the purpose for which the leave of absence is to be used. If the application is on account of ill health, it must be accompanied by a certificate from a licensed physician and if for study, it must include the name of the school and the courses to be carried.

(h) Teachers and principals are hereby advised that under the rules of the teachers' retirement fund association a member of that association cannot retain membership therein during an absence of longer than one school year. The granting by the board of education of a leave of absence for longer than one school year does not affect the operation of this rule of the association.

10. Holidays. (a) When a legal holiday or a school holiday granted by authority of the board of education or any group of consecutive holidays occurs during the absence of a teacher, the substitute shall be paid for such holidays only if he or she teaches the same position on the school days next preceding and next following the holiday.

(b) If the regular teacher actually teaches any part of the day preceding or any part of the day following the holidays then he or she shall be credited with the holidays except in case of the assignment of a new teacher, whose contract shall date from the day he or she begins to teach.

(a) Certificates. All teachers must hold certificates according to state requirements and present same at the office of the Superintendent for recording as soon as possible after appointment. No pay check can legally be issued to a teacher until the above regulation has been fulfilled.

(b) Private Tutoring. No teacher shall tutor for pay a pupil in his or her class, or whose advancement in grade is dependent wholly or in part upon his or her recommendation; nor shall a teacher tutor for pay any pupil attending public school except on the request of the parent, and with the approval of the principal of such school.

(c) Citizenship. No one shall be appointed or assigned to any position as a teacher who is not a citizen of the United States. This provision shall not apply to the present members of the staff.

IV. Schedule for Teachers.

1. Professional Training. With the exception of those teachers whose qualifications are more specifically set forth in Article VI, all teachers entering the Duluth schools must have had at least two full years of approved professional training, following graduation from a four-year high school, in a standard normal school, college, or university. All other things being equal, teachers with Bachelor's or Master's degrees, will be given the preference in making appointments to all positions.

2. Credit for Experience in Other School Systems.

(a) Although not specifically required as a qualification for appointment to a position in the Duluth schools, successful teaching experience is preferred. Credit on the salary schedule for a period not to exceed five years may be granted to appointees for previous experience in school systems where the teaching experience would be as valuable as that gained in Duluth. Evaluation of this experience in all cases is to be made by the Superintendent of Schools.

(Continued on Page 134)



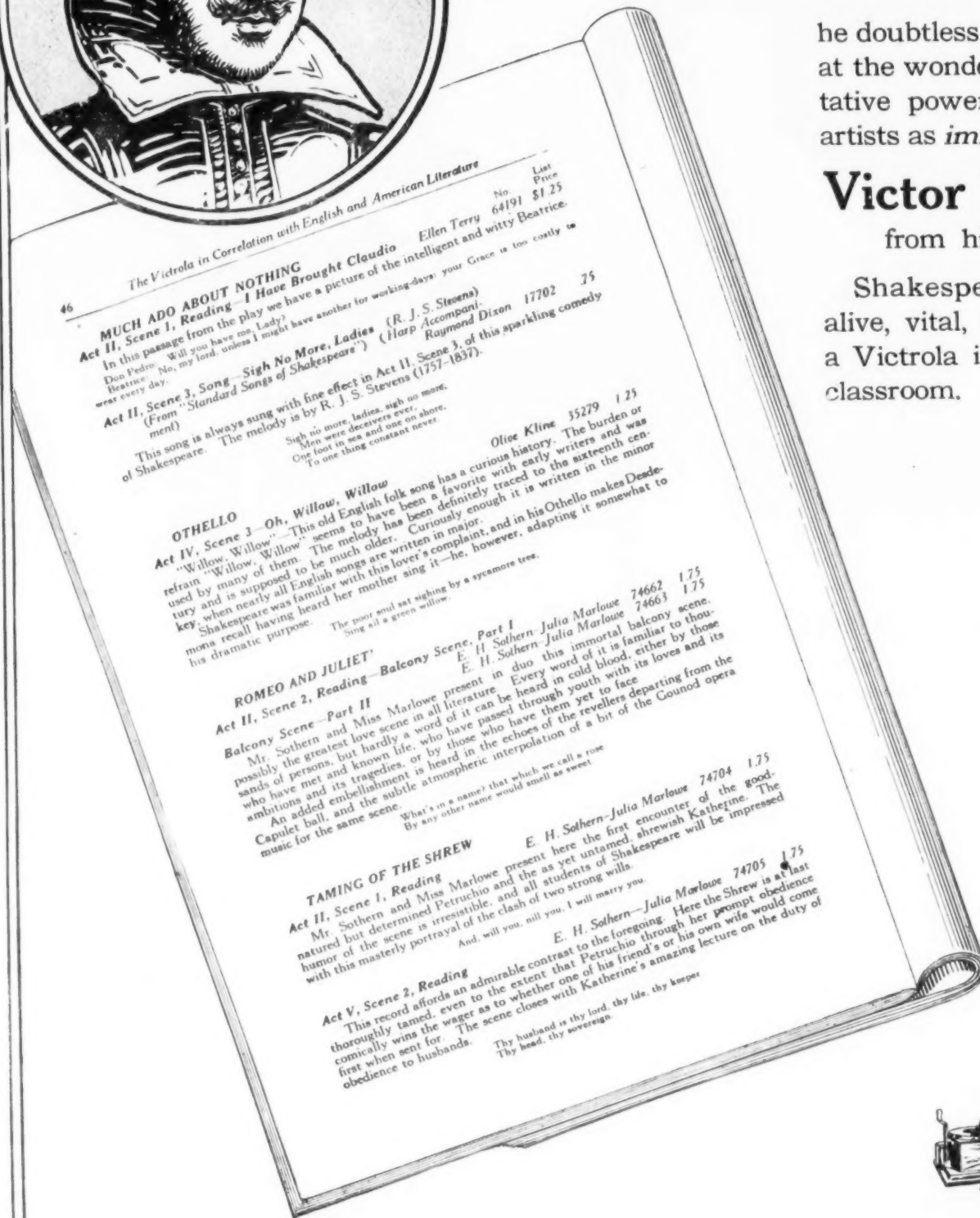
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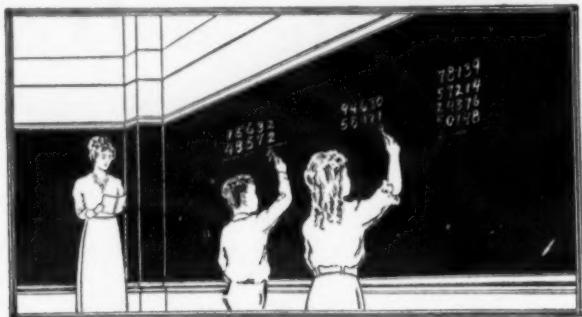
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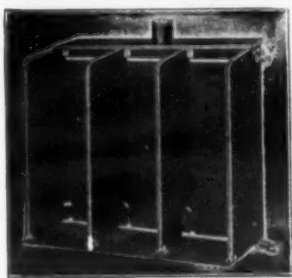
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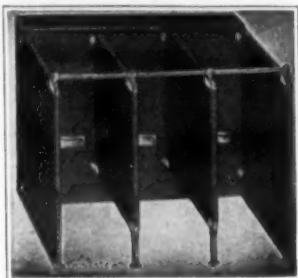
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SCHOOL TAXATION IN KENTUCKY.

A. Y. Ford, President University of Louisville.

Note—The following is an extract from an address which deals somewhat comprehensively with the educational history of Kentucky. The following was lifted out of the address because it treats more specifically with the question of taxation for educational purposes, a subject now of vital concern in several states.—Editor.

The assessed value of property in Kentucky for purposes of taxation is approximately two and one half billion dollars. It is commonly admitted by students of taxation in this state the assessed valuation as to the greater part of this property will not average over 50 percent of the actual value of the property. The state constitution requires that all property should be assessed for taxation at the price it would bring at a fair voluntary sale for cash. Perhaps it will never be possible to realize in practice this principle laid down in the constitution.

The present rate of taxation applied to something like a fair assessment of the property in the state would yield so great an increase in our educational funds that our schools could be vastly better provided for. The fault does not lie in the state school funds, though we have no cause for pride in the fact that Kentucky spends only \$15.16 for every enrolled pupil in its common schools as against an average of \$48.02 for all the states. Only four states spend less—unfortunately all of them southern states.

But the state carries, too, a proportion of the burden. Of the funds raised for educational purposes by taxation and appropriations in Kentucky the state furnishes 39 percent. The average in the United States is 15 per cent. There are few states in which the state furnishes a larger percentage than Kentucky, and is worth noting those states are worse off educationally than Kentucky is. And there is the very meat of our problem—the lack of local support of the schools, too much disposition to lean upon the state.

This disposition is running all through our educational history since the time the state first began to contribute anything to common school support. The state government has become more liberal with the schools. It remains for the counties to do their share. Progress has

been made in this direction within the past twenty years. We have abolished the district system of control of taxation for school purposes and have established the counties as our unit for school taxes. We have fixed a minimum tax that must be levied. We have, also with no good reason so far as I can see, established a maximum tax for school purposes. The minimum tax is 25 cents on \$100, of valuation. The maximum tax that can be levied by counties for school purposes is 50 cents on \$100.

State and Local Support.

Only 41 counties levied the maximum in 1921. The minimum is too low. There should be no fixed maximum. Cities are allowed to levy as much as \$1.25 for school purposes. I do not understand the logic by which it has been concluded that while a tax of \$1.00 or \$1.25 is necessary and not too heavy in a city with its concentration of wealth, a tax of 25 cents is enough for a county where there is no such concentration of wealth, and that a tax of more than 50 cents would be unduly burdensome to such a community.

The minimum should be not less than 50 cents in any case, and in any county where a 50 cent tax will not yield as much as that county receives from the state school fund, then the minimum for that county should be a tax sufficient to match the state allotment provided, the county funds and the state allotment together are sufficient to pay at least the minimum salary to every teacher in the county.

If the two funds together are not enough to pay the minimum salary then the county should be required to increase its tax rate to as much as \$1.00 unless a lower rate will yield an amount that both equals the state allotment and provides the minimum salary for teachers. But the rate of \$1.00 should not be set as a maximum. There will be counties where even a rate of \$1.00 will neither match the state funds nor provide the minimum salary.

And why stop with the minimum salary if the county is able to pay a better one? When a county has levied a tax of as much as \$1.00 and this tax does not yield enough to match the state allotment or to pay the minimum salary, it should be allowed to levy as much

more than \$1.00 as its own people desire. And in proportion as a county goes beyond the dollar limit under such conditions it should, in addition to its state allotment, share in the distribution of a special reserve of the state fund to be withheld for this purpose from the per capita distribution.

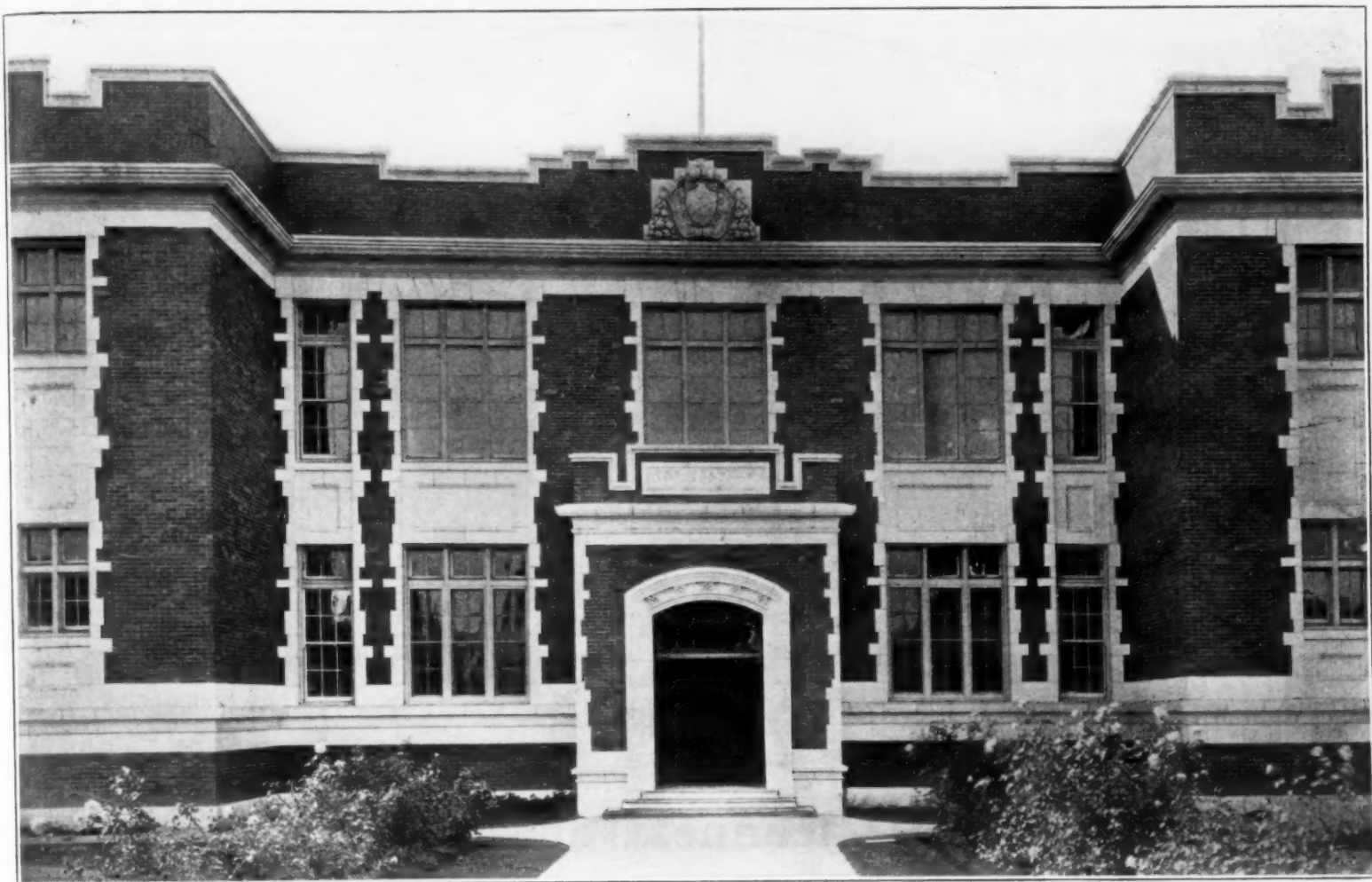
Property Escaping Taxation.

Subject to this county school tax should be all property in the county outside of incorporated cities of the first, second, third, and fourth classes. Property now withdrawn from the general county school tax under the graded school law should be restored to the general tax list. Indeed arguments of some force might be made in favor of imposing the county school tax on all property within the county, whether within or without the limits of a city, just as it is all taxed for roads and bridges. But at least the property within the graded school districts should pay the county school tax. The reports of the state superintendents lead irresistibly to the conclusion that under the graded school system much property is escaping its share of the general burden, at the cost of the poorer districts of the county.

Some such system of raising school funds by increased local taxation, especially if applied to a proper assessment of property, with the use of a portion of the state school funds to build up the weak places and stimulate further efforts at revenue-raising, would greatly increase, perhaps would double, the common school funds in Kentucky. It is reasonable, it is possible, it would not be burdensome, and it would pay bigger dividends than any other investment our people could make, a dividend that would each year capitalize itself in the greater intelligence and efficiency of our people applied to the further and more rapid development of our material resources.

The suggested departure from the present method of distributing the entire state school funds on the per capita basis would of course require an amendment to the constitution of the state. Such an amendment has been proposed and has failed of adoption—failed because of the people's lack of understanding of the situation. This amendment should be sub-

(Concluded on Page 73)



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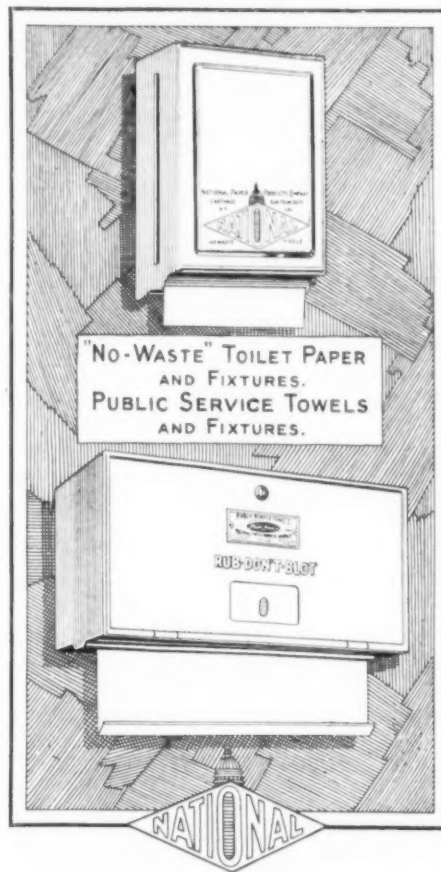
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(Concluded from Page 70)

mitted again in 1927—it cannot be submitted earlier—and nothing should be left undone to secure its adoption. It is a singular fact that the counties which would have been most helped by this amendment failed to support it, while the wealthier counties by favoring it declared their willingness to surrender part of their state allotment.

The Spoils System Prevails.

Having derived adequate school funds by proper and desirable use of our material resources through just taxation, the administration of these funds becomes a matter of supreme importance. It would be difficult to say how many millions of dollars have been wasted in Kentucky through inefficient management and inadequate supervision of our school system. A very large part of the money used in building district schoolhouses has been wasted in the judgment of those who have investigated the subject. There has been almost unbelievable lack of system, of accuracy, of economy, of efficiency in the expenditure of school funds in some of the counties.

We have wisely adopted the county board system. We have wisely determined that our county superintendents should no longer be the chance products of politics, but should be selected by the county boards on the basis of their qualifications for the task. An attempt was made at the last session of the legislature to repeal this wise legislation. This attempt will probably be repeated until the system has been long enough in existence to justify itself.

The county superintendents under this system should in time come to be a body of carefully selected men, chosen for their fitness and training for the task, chosen regardless of politics, regardless of residence, the best men that can be found, and the office should be adequately financed so that there may be thoroughness in supervision, efficiency in the use of funds, accuracy in the keeping of records, and practical results from the analysis of school problems. And to get such men good salaries would have to be provided.

The history of the office of county superintendent in Kentucky is too disheartening a reflection upon the intelligence of our people that they should so long have left this important

office at the mercy of politics. The local pride that considers it a reflection upon a community to go outside the county to get a good school superintendent is merely foolish provincialism. The cities do this constantly, just as any business organization will go as far afield as necessary to get the right man to fill any important position. The trouble has been that the office of county superintendent has been looked upon as a part of the political spoils belonging to the dominant party in any community, when it is in fact a non-partisan specialized task requiring special technical training.

Kentucky Financially Able.

Think of any private enterprise putting out \$4,000,000 as Kentucky does in the state school fund without following it up to see that it is properly used and fully accounted for. To say nothing of the greater number of millions raised by taxes in the counties and the graded school districts. It is almost unbelievable that the state should be so penny wise and pound foolish in its appropriations for the work of the state superintendent's office as not to provide the force required for a business of such magnitude.

The state superintendent's recommendation in his 1921 report that a division of business and school accounts be established as a part of the state educational department; that an adequate system of inspecting and auditing school accounts be put into operation, and that the state superintendent should have power to remove local superintendents and local treasurers of school funds who neglect or refuse to make the financial and statistical reports required by law, were in line with sound business practice and ordinary common sense. The county superintendent's office should be properly equipped, manned and financed for the handling of these funds and the preparation of reports. The looseness of this entire system in handling \$10,000,000 or more a year of public funds is little short of scandalous. The development of consolidated schools will also enable the state and counties to give more and better instruction to the children for the money expended.

To sum it up, Kentucky has abundant material resources out of which to support its schools

adequately, if the counties are willing to tax themselves as much and no more than the cities tax themselves; if the offices of county and state superintendent are taken out of politics, if administrative authority is concentrated in one responsible non-partisan board of education and a state superintendent chosen on grounds of efficiency and held as long as his services are satisfactory; if waste and carelessness are eliminated by the most ordinary business methods and most important of all because a necessary prerequisite to all the rest of it, if the people of the state can be brought to realize fully the magnitude of this work, that the future of the state rests with its children and that neglect, indifference and inefficiency will bring their penalties more surely and permanently here than in any other field of self government.

HIGH SCHOOL ADMINISTRATION.

—Bryan, Tex. The school board has adopted the following requirements for graduation from the high school: A minimum of four years of study, consisting of sixteen units of credit and 64 grade points. The normal amount of work is four subjects each year. Students desiring to take more or less than this amount must obtain permission from the high school faculty.

—Bridgeport, Ala. Plans for the establishment of the new high school here were put under way at a recent meeting of the Parent-Teachers Association.

—Lancaster, N. Y. The school day in the high school will consist of six periods of sixty minutes each. Part of each period will be devoted to supervised study under the direction of a class teacher. The school will operate on the single-session plan, with thirty minutes for lunch. A cafeteria and lunchroom will be conducted for the benefit of pupils and teachers. The plan will be in operation next September when the high school building is occupied for the first time.

—Kingsport, Tenn. A special requirement for graduation for both boys and girls has been adopted in the high school. Every boy student must have completed at least one year of mechanical drawing and shopwork before graduation. Every girl student must have had one year of cooking and sewing.



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Schools and School Districts.

Where a joint common school district is located partly within two counties, under the provisions of C. S. § 872, the territory comprised in such districts may be formed into a joint independent school district, for which purpose the same preliminary steps must be taken, and the same course pursued as in the organization of an independent school district lying wholly within one county and the necessary organization proceedings may be had within the district as a whole and under the supervision of the board of commissioners of either county.—*Morgan v. Independent School Dist. No. 26.*—*J in Elmore and Owyhee Counties*, 211 P. 259, Ida.

Where a community high school district embraced 33 sections, and the greatest length from the north line to the south line was $7\frac{3}{4}$ miles, and the greatest distance between the east and west lines was $5\frac{1}{4}$ miles, and the west boundary was not a straight line clear through from south to north, and the north and east boundaries were not straight lines all the way through, so that the district was rectangular in shape, though not a perfect rectangle, the district was compact and contiguous as required by the statute.—*People v. Cowen*, 137 N. E. 836, Ill.

An election under which graded school district was enlarged and bonds approved was valid where the voters of the tax district and those of nonspecial tax district, both included in the consolidated district, were each not given an opportunity of voting separately upon the question of consolidation and bond issue, but a majority of the qualified voters in each district, counting the votes in each separately, voted in favor of both propositions.—*Heckert v. Aberdeen Graded School*, 115 S. E. 50, N. C.

Where in an action to contest the legality of the consolidation of graded school districts and

the vote for a bond issue evidence exists that the registration books were properly kept open, and wide publicity was given throughout the district in both elections, and as a result a large majority voted in favor of both issues, and no evidence is presented showing that notice was not given or that the result of the election and registration might have been different if further notice had been given, a technical failure to give notice for the full time required by statute is not sufficient ground for invalidating the election.—*Heckert v. Aberdeen Graded School*, 115 S. E. 50, N. C.

School District Taxation.

The Louisiana constitution, for 1913, art. 281, authorizing districts to incur indebtedness, issue bonds therefor, and levy a tax to retire the same, whenever authorized to by a majority of the taxpayers voting to build a schoolhouse, the title to which shall vest in the district, is sufficiently broad in its terms to authorize a district to issue bonds and levy a tax to build a schoolhouse when authorized by an election held for that purpose, provided the district was legally created.—*Milton v. Lincoln Parish School Board*, 94 So. 386, La.

A tax voted for in an election in a school district to provide funds for the payment of school bonds is not a county tax, but a district tax, and hence, where in an election a poll tax as well as a property tax was authorized, the poll tax must be held invalid under the constitutional amendment of 1920 to article five, § 1 (see North Carolina public laws of 1921, p. 20).—*Board of Education of Buncombe County v. Bray Bros. Co.*, 115 S. E. 47, N. C.

A sale of bonds and the construction of a school building by a township trustee will not be restrained merely because the real estate on which the building is to be erected has not been conveyed to the township by deed; the trustee holding the title by virtue of a contract providing on the execution of the deed for payment of the purchase price.—*House v. Julius*, 137 N. E. 766, Ind. App.

Teachers.

The position and standing of a teacher under the law regulating the tenure of office and retirement fund required by continuous service is

of value, and a board of school directors, authorized under its own rule to dismiss teachers for misconduct or inattention to duty, was not authorized to dismiss and refuse to employ for the next year a teacher in continuous service who was married in March and failed to report her marriage till the end of the term, during which time she continued to use and sign her maiden name to the school papers, in violation of a regulation where there is no showing of willful or intentional flouting of authority or of harm resulting from her failure to give immediate notice of her marriage, and the rule is silent as to how soon the marriage should be reported.—*State v. Board of School Directors of City of Milwaukee*, 191 N. W. 746, Wis.

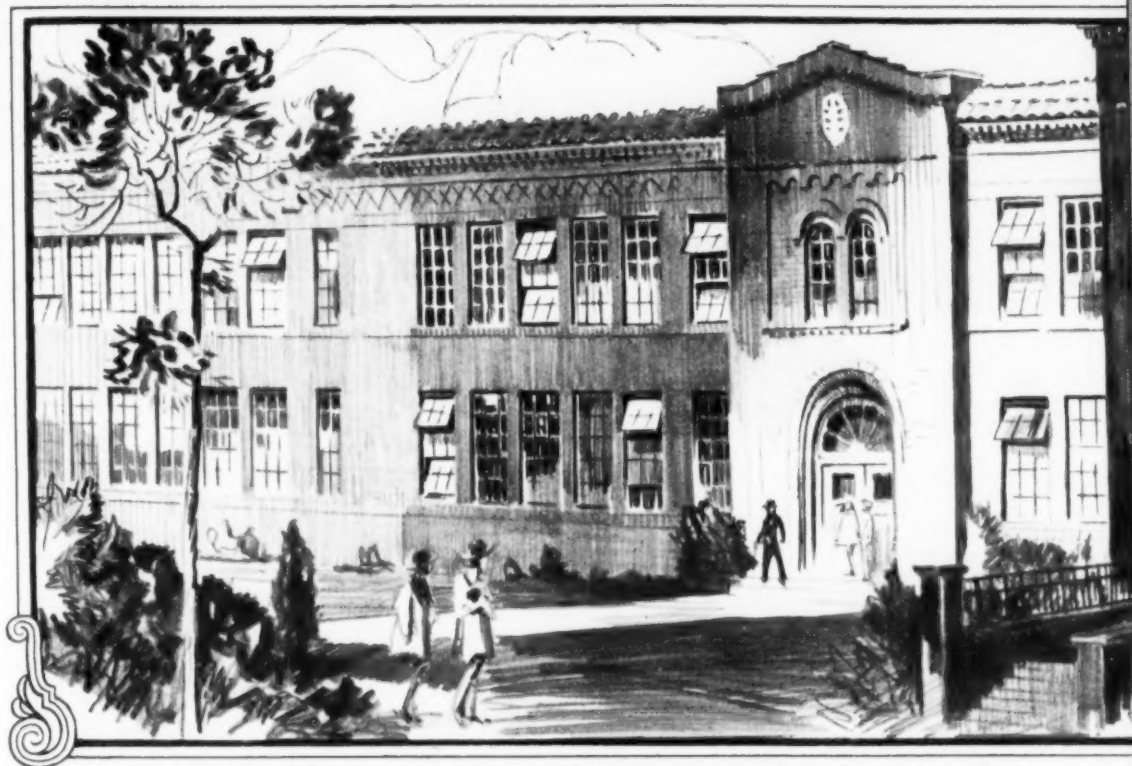
Pupils.

A regulation of the St. Louis board of education forbidding membership of high school pupils in secret organizations, and not allowing pupils violating the regulation to represent the school in any capacity or to participate in graduation exercises, is held not authorized by the Missouri revised statutes, § 11457, as to powers of such boards of education; for no rule should be adopted which attempts to control the conduct of pupils out of school hours after they have reached their homes which does not clearly seek to regulate actions, which if permitted, will detrimentally interfere with the management and discipline of the school.—*Wright v. Board of Education of St. Louis*, 246 S. W. 43, Mo.

—A peculiar situation has arisen in Duluth, Minn. A so-called relationship law which applied to all the cities of Minnesota having a population of 100,000 and over provides that no teacher who is related to a member of the school board shall be employed. Thus, Miss Gertrude, L. Carey supervisor of art, who has been connected with the Duluth schools for thirty-four years, failed of re-election because she is related to Mrs. Julius H. Barnes a member of the board.

—New Philadelphia, O. A complete reorganization of the senior high school has been effected with the placing of the school on full day sessions. Provision has been made for an increase in enrollment of one hundred students.

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Summer Hill School	Burge & Stevens	Southern Ferro Concrete Co.
Roach & Mitchell St. School	C. E. Choate	Southern Ferro Concrete Co.
Pittsburgh School	G. Lloyd Preacher & Co.	A. J. Krebs Co.
Ivy & Calhoun St. School	C. E. Frazier	W. H. George
E. Atlanta Elementary	J. F. Downing	R. M. Walker Co.
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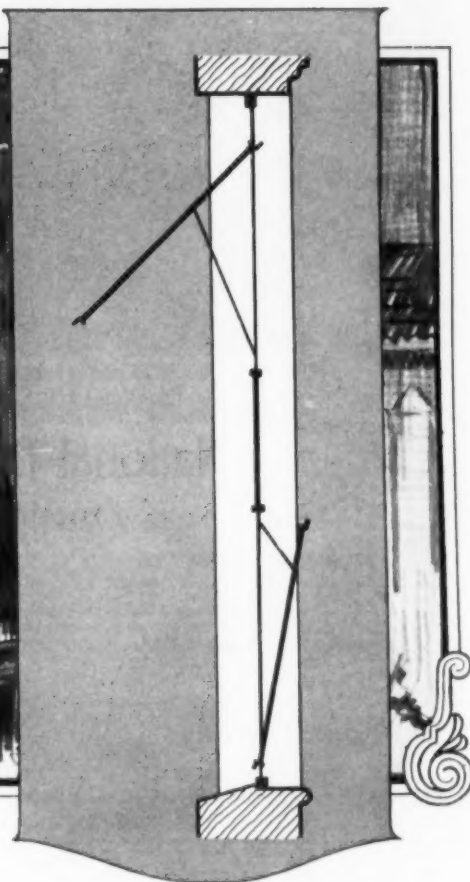
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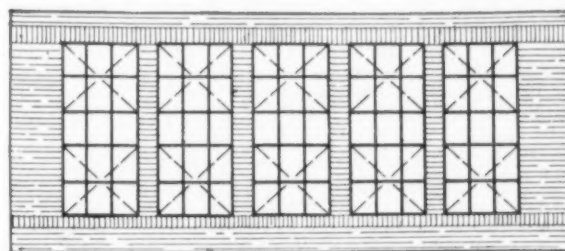
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LAW AND LEGISLATION.

A bill providing for a \$2,000,000 bond issue in carrying out a school building program was defeated by the legislature of Delaware.

Atlanta, Ga. A bill intending for the board of county commission of Fulton County to take the county's school system out of the hands of the county board of education will be introduced at the next session of Georgia legislature, it was announced recently following a meeting of various county improvement organizations. Under the bill the board of education would not be abolished, but the county commissioners would have the operation of the system and the spending of funds.

The school board at Dodge Center, Minn., was held responsible recently for the death of a girl pupil. The board allowed an outside organization to equip the school grounds with a giant stride. This broke down, killing a child. The court gave a verdict of damages of \$101, against the school board.

The Illinois legislature during the recent session wrestled with 75 school bills. It developed that the present school laws are so many and conflicting that a codification of the same through an authorized committee has become necessary. A writer on the subject says:

"Something goes wrong in a school in the district of some member and he rushes to Springfield, introduces a bill in the house or senate and has it passed, not taking into consideration the effect it may have on other schools in the state. Other members vote for it, thinking it is intended to fit some peculiar situation in the district of the man who introduced it. They go home and find they have gummed up the cards in their own district and they come back and introduce a second bill, adding another patch to the crazy quilt."

The legislature of Massachusetts has been wrestling with a bill granting the women teachers of Boston pay equal to that accorded to male teachers. When the question was submitted to the voters of Boston last year there was a decided vote against the proposal. The lower house has voted in favor of the same with the result that the public press deems the legislative action as contrary to local public sentiment. The fate of the bill is uncertain.

The governor of Missouri vetoed a bill providing better support for the poorer school districts. The remedy he holds must come through the wiping out of the smaller districts by providing consolidated schools.

The school board of Acadia Parish, Louisiana, has voted the dismissal of Superintendent J. M. Baker for being "incompetent, inefficient and unworthy." A temporary injunction preventing the school board from interfering with the superintendent has been granted by the court. The superintendent's contract expires July 1, 1925. The board will have to prove its charges before Mr. Baker can be removed.

"We are opposed to legislation that will take the initiative away from the school trustee in the buying of school supplies and material," says the Western Journal of Education of California. "The school district is the unit of our democracy and what we may lose in overcharge we make up in teaching the personal responsibility of our citizenship. The purchasing agent may have a place in our complicated social structure, but his salary is usually an added expense to local government."

SCHOOL TAXATION.

"No increase in the state tax rate should be considered at this time. It would be not only unpopular but unwise. No political party would advocate it and no legislature would authorize it," said George Colvin, state superintendent of Kentucky recently. "A better way to increase the state school fund is through uniform, fair valuation of all property subject to taxation. The whole tax question is more a question of assessment than of taxation. Popular discontent with our tax system is based more upon a supposed unequal valuation than upon an unjust rate of taxation. Our law contemplates a hundred per cent valuation of all property in the state subject to taxation. It is believed that if this standard were actually applied to all the property of the state assessed valuation of our property would easily be more than doubled."

Lee Moore, state auditor of Virginia, has uttered the opinion that would be futile to increase the school revenue by the taxation of intangible property such as stocks and bonds. The school committee of the Winchester, Va.,

city council has shared this opinion but John M. Steck, vice-president of the school board disagrees with the same.

"We are levying an abundance of taxes upon the people for educational purposes but the trouble is that we are not getting the worth of our money. The school teaching profession if it can be called a profession has not advanced in efficiency and ability as fast as the pay that is given for the same," says the Elizabethtown, Ky., News. "Even if the school teaching profession had kept up with the advance in pay it is a poor time to talk about more taxes. What the people of Kentucky are clamoring for is less taxes."

The school board at Sunbury, Pa., has been exacting an occupational school tax of \$5 per year. When a number of teachers neglected to pay the tax the board deducted the tax from their salaries which it was authorized to do under the Pennsylvania school code.

OPPOSED TO FEDERAL CONTROL OF SCHOOLS.

The Muncie, Ind. Star in a recent editorial said: "The United States does not need a national system of public schools. The strength of the present organization lies chiefly in its diversity, flexibility and freedom. Indiana schools, for example, are functioning admirably under the direction of the state board of education and Hoosiers have no desire to risk the handicap imposed by governmental dictation from Washington. Standardization of educational systems throughout the United States would not fail to destroy local initiative. Furthermore, the bane of politics would make itself felt."

"Under the present system the commissioner of education serves in a purely advisory capacity, co-operating with the various states and assembling statistics for the guidance of school men throughout the country. He and his staff should be amply qualified to conduct an educational investigation with the assistance of recognized experts and to make recommendations for the improvement of school systems which apparently are not maintaining a satisfactory standard. Governmental participation in the educational development of the states should stop at that point."



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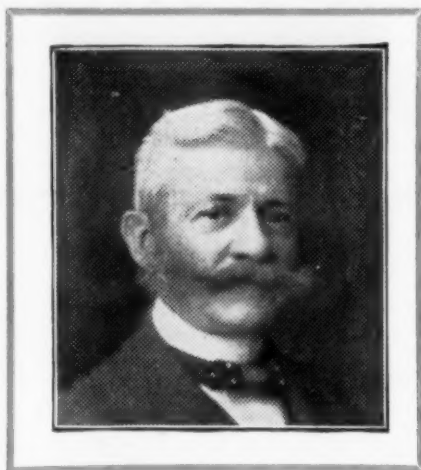
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SCHOOL FINANCE AND BUILDING

—Dunkirk, N. Y. An exhaustive survey of the school building situation has been made by Supt. F. R. Darling. In making the survey, each building was scored and pin maps were used to show the distribution of pupils in attendance at the different buildings at the present time and in the years 1912 and 1917. Recommendations were made on the location of a new high school and also on the location of such grade buildings as may be erected during the next twenty years. Upon the recommendation of the superintendent, a committee of outside experts was appointed to pass upon the survey report and to make recommendations concerning the new building plan for the city. The committee consists of Dr. Howard G. Burdge, Principal of the Fredonia Normal School; Supt. Don C. Bliss, Montclair, N. J., and Supt. R. O. Stoop, York, Pa.

—The school board at Lebanon, Pa., has voted to hold in abeyance, the erection of the new Houck graded school, pending the coming of lower prices. It was found that the bids for the building were far in excess of the amount of money appropriated for the structure. A new junior high school has been completed and will be occupied in September. The building will house 600 students and will contain an auditorium and gymnasium.

—At the last session of the South Dakota legislature, a law was passed limiting the tax on agricultural lands for school purposes to ten mills. The Hurley Consolidated School District, which includes practically a township with the village of Hurley as the center, has a levy of 13.9 mills this year. Next year the problem will be one of raising sufficient funds to meet the standard by raising the levy on town and personal property.

—Lansing, Mich., has now begun to reorganize its elementary schools according to the platoon plan of organization. A twenty-room grade building and a twelve-room grade building adapted to this plan of organization are now under construction.

—The citizens of Nutley, N. J., have purchased a site for future high school purposes. The tract contains four acres and will enlarge the present school plant to approximately eighteen acres in area. It is planned to group the future junior and senior high school buildings on this plot, which is the geographical center of the town.

—An addition to the high school at Nutley, N. J., containing twenty rooms and an auditorium, will be completed for use in September.

—Millburn, N. J. A new high school has been completed at a cost of \$250,000. Among the outstanding features of the structure are the posture seats, the domestic science and cafeteria equipments.

—Norwich, N. Y. A new high school will be occupied in September. The building will cost \$275,000.

—Salem, Ind. Plans have been completed for a large addition to the high school. The addition will contain classrooms, laboratories, gymnasium and auditorium. The auditorium will accommodate the student body and will be sufficient for all the large meetings of the community.

—Paterson, N. J. The contracts for the construction of the new School No. 11 have been awarded. The building will cost \$760,000, exclusive of furniture and equipment.

—Bids were received April 11th for the construction of a new high school building at Chester, S. C. Edwards & Sayward, Atlanta, Ga., are the architects.

—Kansas City, Mo. An extensive building program has been started. An addition is being erected at the Kensington School. The new Askew School is being erected at a cost of \$300,000 and plans are about completed for a high school to cost about \$1,000,000. A number of other elementary schools and additions are planned during the next two years. Mr. C. A. Smith is the architect of all the buildings of the board.

—Chicago, Ill. A program calling for the expenditure of \$52,439,070 for the maintenance of the schools this year has been voted by the school board. The budget is the largest in the history of the schools and exceeds last year's by about \$7,000,000. In the budget more than \$11,000,000 are made available for new buildings and sites.

—Green Bay, Wis. The new east high school is to be erected at a cost of \$700,000. The building will be 420 feet in length and will provide space for an auditorium and gymnasium on the ends of the building.

—New York, N. Y. The board of education has asked the city board of estimate to authorize the employment of 22 persons to fill positions in the bureau of construction and maintenance, at salaries totalling \$62,870, to aid Architect Wm. H. Gompert in the operation of the school building program.

The positions to be filled are: Associate architect, \$9,000; chief general inspector, \$7,500; chief, specification division \$7,500; chief checking division, and approving materials, \$7,500; chief elementary schools division, \$6,000; chief high school division, \$6,000; traffic and expediting manager \$4,500; clerk, business manager to supervise blue print department, plan rooms, and all clerks and office boys in connection with the draughting divisions, \$3,000; private secretary, \$2,000; twelve office boys, at \$660 each; total \$7,920; chauffeur, \$1,950.

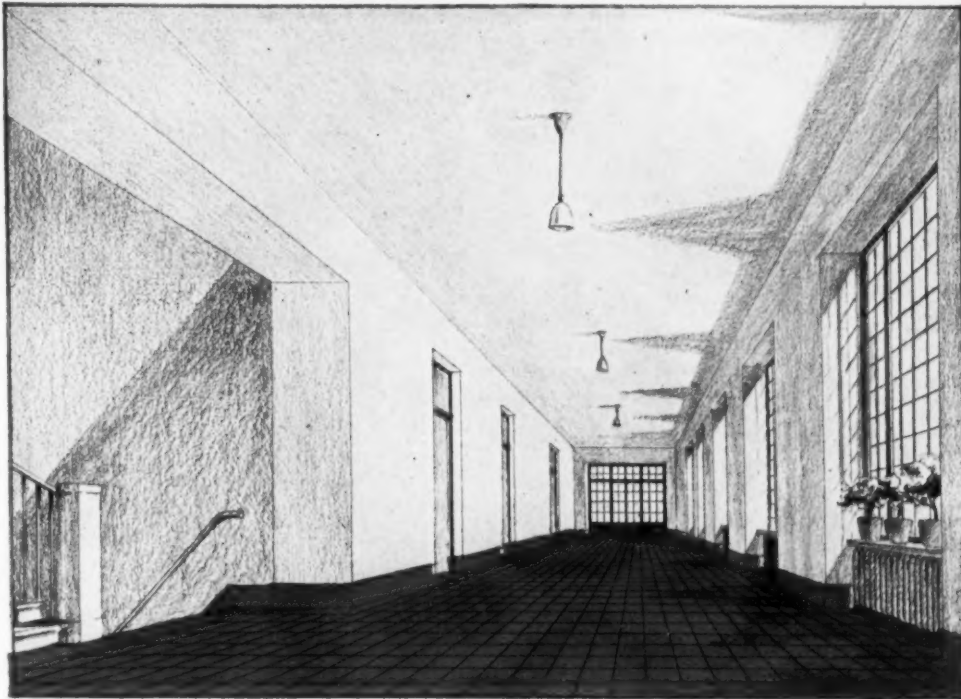
The creation of these positions is the first step toward the reorganization of the bureau of construction and maintenance to secure increased efficiency and a greater output of building work.

—Indianapolis, Ind. The school board has begun the inspection of the architects' plans for an addition and for three new buildings for grade school purposes.

—Akron, O. Bonds in the amount of \$500,000 have been sold to finance the building of a new fourteen-room elementary school and the remodeling of two others. Plans have also been started for a high school to cost approximately \$750,000.

—"With the possible exception of New York City there is no city in the country that has a more extensive and thoroughly worked out

(Continued on Page 80)



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(Continued from Page 78)

school building program than Philadelphia or that has executed its program in a more creditable manner." This was the statement recently made by Superintendent Edwin C. Broome to the Philadelphia board of education. "Our educational program, while well in mind, must wait upon the progress of the building program, as we cannot do many of the things which we feel are greatly needed until we have the building and equipment with which to operate. The extension and improvement of our physical plant is still the great problem before our board, and I must take this occasion to compliment the members of the board for the vigorous way in which you are attacking this important problem."

—The schoolhouse building commission of Medford, Mass., has asked the board of aldermen to pass an enabling act to borrow \$700,000 outside of the debt limit to complete the \$1,000,000 Lincoln junior high school.

—The school board at Roundup, Mont., has initiated a program of economy with a saving of about \$27,457 over the previous year. The elimination of the office of superintendent and other economies will effect a further saving next year. The school tax levy has been reduced from thirteen to twelve mills.

—St. Louis, Mo. The school board has approved a reduction of three cents in the tax levy for school maintenance purposes. The reduction will reach \$600,000, based on estimates of the assessed valuation of property in the city.

—Seattle, Wash. Economies in the operation of the schools during 1922-23 have enabled the board to increase the salaries of teachers \$60 a year and to employ between forty and fifty new instructors. The economies were effected by the reorganization of teaching staffs, revision of school groupings, extension of courses and by making night schools self-supporting.

—Milwaukee, Wis. Initial steps toward the adoption of a \$6,000,000 five-year program have been taken by the building committee of the board. Supt. M. C. Potter has been authorized to confer with the land commission relative to sites for three schools to be erected in the near future.

—The school board at Rockford, Ill., has taken steps toward the beginning of its school

building program with the decision to start construction work on a twelve-room school. The need for two further buildings has been shown.

—Cleveland, O. Mr. Enos V. Foulk has succeeded Robert F. Tegen as general superintendent of school construction work for the board of education. Mr. Foulk was formerly resident superintendent of the West Technical High School. He will have under his charge over \$7,000,000 worth of school construction work.

Denies School Cost Excessive.

"The increased expenditures for purposes of elementary and secondary education are more in seeming than in fact. In 1890 the total expenditure by the United States as a whole for elementary and secondary education was, in round numbers, \$140,506,000. In 1920, thirty years later, the expenditure for the same purpose was \$1,045,035,000.

This statement was made by Dr. John Withers of the New York university in a public address recently. He continued:

"This means that for every \$100 that was being spent in 1890 we were spending \$750 in 1920. This change, on the face of it, is indeed very impressive, but we need to consider the changes in school attendance and also the decline in the value of the dollar in truly estimating what the difference of expenditure actually is.

"The increase in attendance from 1890 to 1920 was 139 per cent. In other words, for every 100 days of schooling that the nation provided in 1890, it was providing 239 days in 1920. This fact alone, if other conditions were the same, would require that we spend approximately \$340,000,000 in 1920 to equal what we were doing in 1890.

"In the mean time the purchasing power of the American dollar, as shown by the statistics of the Federal Department of Labor, has greatly declined, so that it took \$2.90 in 1920 to purchase as much as could have been purchased for \$1.00 in 1890. In other words, \$100 in 1890 was equivalent to \$290 in 1920.

"If these two facts, namely, increased attendance and decline of the value of the dollar, are taken into account, it may be shown that the total expenditure for elementary and secondary schools for 1920 was but a little more

than \$71,000,000 greater than in 1890. Here again we must not overlook the fact that these \$71,000,000 are the dollars of 1920. Therefore, in terms of the value of the dollar of 1890, this must be divided approximately by three.

"We find, then, that in 1920 the American nation was spending only a little more than \$23,000,000 on elementary and secondary education more than the nation was spending in 1890.

"Since this was distributed over a much larger attendance, it amounts to the fact that we were spending in 1920 only nine tenths of 1 cent per day per child more than we were spending in 1890, if the value of the dollar of 1890 is taken as the standard.

"Since the attendance in the high schools of the country has increased so marvellously during the past thirty years and the cost of higher school education is, for obvious reasons, much greater than for elementary education, when this fact is taken into account it will be seen that we were actually spending no more but slightly less per day per child on the education of children in 1920 than we were in 1890.

"These and other figures having to do with the rapid increase of wealth and the transfer from private to public expense of a great many types of service that were formerly taken care of privately show that in proportion to other interests and in proportion to our increase in wealth, we are not spending, as a people, more but, in fact, much less than the new educational demands actually require that we should spend."

—Greenville, Tex. The citizens voted bonds for the erection of a ward school and a junior high school. The ward school was completed at a cost of \$25,000. The junior high school will cost \$150,000 when completed.

—Atlanta, Ga. Work on the new Boy's Senior High School which has been delayed for an extended period will begin about May 1. The contracts for the erection of the school which will involve about \$461,000 were awarded by the board of education at a recent meeting.

—Greensboro, Ala. It was decided to float bonds to the amount of \$10,000 for the purpose of putting up a suitable high school building in this city, by the school board at a recent meeting.

—Fort Payne, Ala. A \$35,000 bond issue for school purposes will be voted on by the people of this city and advocates of the issue are positive the vote will carry.

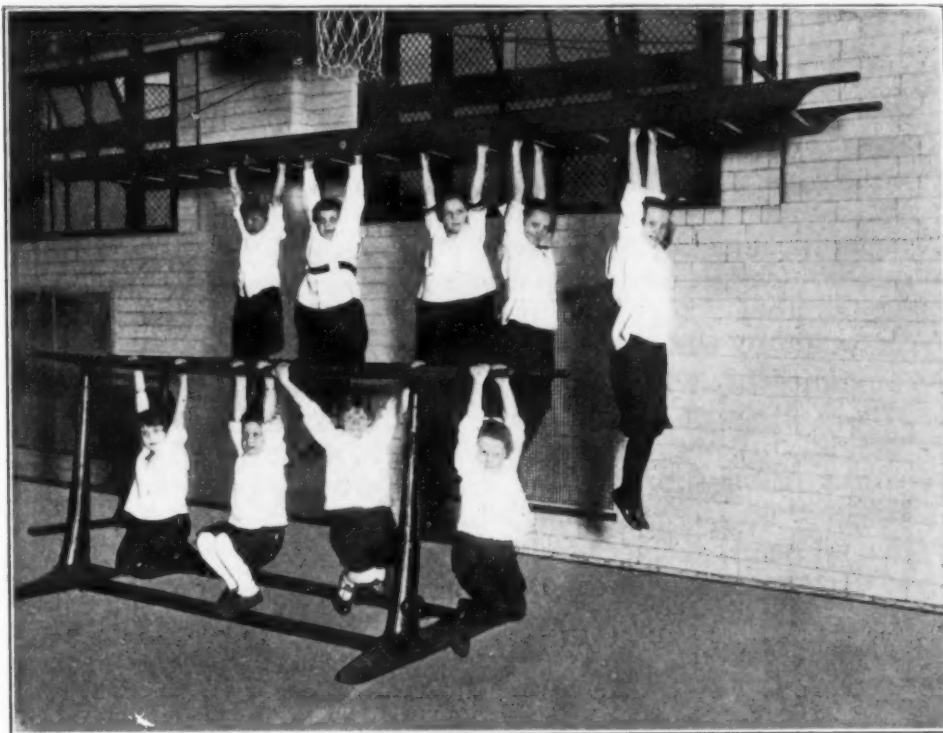
(Continued on Page 83)

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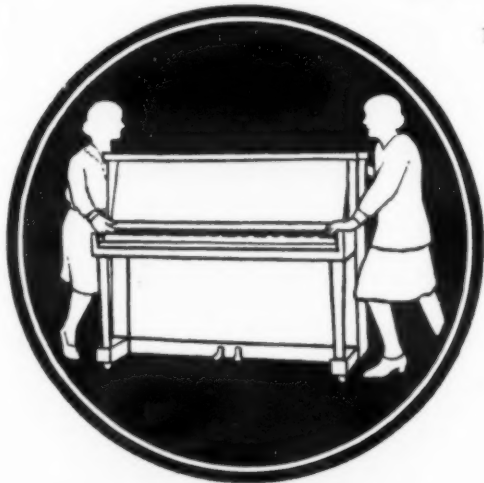
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(Continued from Page 80)

—Toccoa, Ga. Bonds for a new school building were voted by the people of this city at an election held a few days ago. It is proposed to have the new building ready by September of this year.

—Sulphur Springs, Tex. A new fireproof high school has been completed at a cost of \$125,000. The building which is modern in every particular, accommodates six hundred students. The ward building and the junior high school have been remodeled.

—Abbeville, S. C. A new high school has been completed at a cost of \$110,000. The building accommodates 400 high school students and is surrounded by six acres of ground. The structure was designed by Architect G. L. Preacher, Augusta, Ga. An excellent athletic field, named in honor of the superintendent, Mr. J. D. Fulp, adjoins the high school building.

—Hobart, Okla. A new senior high school has been completed at a cost of \$90,000. The building will be occupied next fall.

—Easton, Pa. Architects Lippey and Yarnelle have been selected as the architects for the proposed senior high school.

—Fairport, N. Y. Bonds in the amount of \$375,000 have been voted for a two-story high school. The building will accommodate from 600 to 700 students and will be so planned that it may be enlarged at any time.

—The school housing situation at Wichita Falls, Tex., has been met by enlarging and remodeling school buildings and by the erection of modern brick structures well located to meet present and future needs of the city. At the new schools, several acres of grounds are provided, while the old schools have been given enlarged grounds. The most modern buildings have auditoriums and cafeterias.

—Deadwood, S. D. The city has voted \$250,000 in bonds for a new school building. The building will replace an out-of-date building and will provide additional room for both grades and high school.

—Rapid City, S. D. Construction work has started on the first unit of a high school building that will eventually cost more than a half million dollars.

—Sapulpa, Okla. The school board is completing a school building program involving the erection of two grade buildings, an addition to another grade school, and extra classrooms for the high school. The cost of the program will reach an expenditure of \$275,000.

—The school board at Cincinnati, O., has expressed its disapproval of a bill recently introduced in the Ohio legislature calling for the approval of school building plans by state authorities. The proposed bill is opposed because of the expense involved and the hardships that would be imposed on the larger cities through delays of school building programs.

—Okmulgee, Okla. A bond issue of \$195,000 was voted on in May, 1923. The bond issue is to take care of additions to two or three ward schools and a high school.

—Pawhuska, Okla. A new elementary school has been completed at a cost of \$70,000.

—Burkburnett, Tex. The city is completing a fine new high school. The building has provisions for vocational subjects, cafeterias, auditorium and gymnasium. The building will be used for the first time at the annual commencement exercises.

—Ashland, Pa. A new high school is in course of erection. The building which will be completed in November, 1923, will cost \$200,000.

—Corsicana, Tex. The school board has approved the plans of Architect Wm. B. Ittner of St. Louis, for the erection of a high school, two ward schools and a colored high school. The entire building program will be taken care of by the proceeds of a \$600,000 bond issue. Contracts for the construction work were awarded on June first.

—Sunbury, Pa. Construction work has been begun on a sixteen-room school to cost \$125,000. This is the third building to be erected in three years.

—Easton, Pa. The school board has asked for \$200,000 with which to erect a new high school and additional grade buildings.

—Kalamazoo, Mich. The board has authorized the completion of the Dutton Street School Building. The board has submitted to the voters a proposition to erect a new school on Burdick Street.

—Hearne, Tex. The school district has been enlarged by legislative act. The district now contains fifty square miles and has a valuation of \$2,300,000. The tax is .75 per cent. The school board plans a number of improvements during the coming year.

—Taylor, Tex. A new high school building is in process of completion. The building which is two stories in height, contains 29 classrooms and an auditorium with a seating capacity of 1,100. The building will be ready for occupancy in September.

—Norristown, Pa. A survey of the school plant has been made providing for a building program to cover twenty years' time.

—Urbana, O. The school board has been granted the sum of \$90,000 for the improvement of the school plant, including the erection of additions to several buildings and the installing of two heating plants. At the next election in November, the board plans to ask for an extra levy of one and one-half mills for school purposes.

—Ottumwa, Ia. A new high school, with a capacity of 1,000 students, will be ready for occupancy in September. The building provides for enlarged facilities in the way of physical education, music instruction and various forms of vocational work.

—The new high school building at Jeannette, Pa., was dedicated on April 16th with a suitable program. Dr. William M. Davidson, superintendent of schools of Pittsburgh, made the dedicatory address. On the following evening the public was invited to view the building. All departments of the school were in session showing how the work is conducted.

—Teague, Tex. A new high school has been completed. The building contains nine classrooms, a study hall, auditorium, library and rest rooms.

—Rock Hill, S. C. A contract has been let for the construction of an addition for the high school. The building will contain fourteen classrooms, laboratories and offices, and will cost about \$15,000.

At a recent session of the legislature, a bill was passed permitting the school district to levy five additional mills for operating expenses. A bill was also passed allowing the district to vote up to \$500,000 in bonds for school building purposes. A definite building program will be begun in the near future.

—Madill, Okla. A twelve-room grade building was completed in January last. The building was erected at a cost of \$40,000.

—The school board of Lafollette, Tenn., has completed an addition and repairs costing \$10,000 to make room for increased enrollment.

—Abington, Pa. The school board has entered upon an extensive building program. A new elementary school has been completed and plans are under way for an addition to the high school. A second elementary school of the two-story type will be begun soon. Additions will also be constructed for two other elementary schools which will provide additional classrooms and a combined auditorium-gymnasium. Each of the buildings has been erected with a view to its use as a community center. The teaching staff has also been considerably enlarged with this end in view.

—McMinnville, Tenn. A movement has been begun for the erection of a county high school building. During the past year the school plant has been improved and brought up-to-date.

—Mt. Vernon, O. On May 29th the citizens voted on an issuance of bonds for a new high school building. The city has outgrown the present high school accommodations and larger quarters are demanded.

—Millersburg, O. A new high school has been completed and will be occupied about September first.

—Centerburg, O., has completed a grade-and-high school building which will be occupied in September. The building has been erected to serve the needs of the village of Centerburg and of patrons of Hilliard Township.

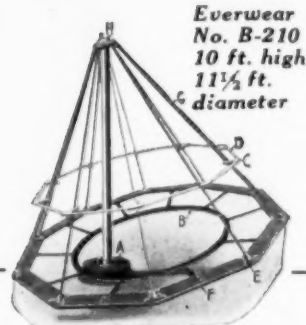
"A school building should have an exterior character which harmonizes with the purpose for which it is used," recently said F. W. Lear, senior assistant architect for the Cleveland schools. Thereupon the editor of the Montgomery Alabama Journal remarks: "That seems to be sound in principle. But do costly materials and rich ornaments harmonize with the purposes for which schools are used? A negative answer to that question can be strongly defended. What sort of lessons in civic duty and economy do children learn from palatial schools built for the accommodation of some children, while others are taught in makeshift



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The Everwear Manufacturing Co.

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Department "A"

structures called school buildings, or are compelled to attend half day sessions because there are not seats enough?"

—The Baltimore, Md., school board purchased a seven acre tract of land in a new section of the city in anticipation of a need for the same within the next few years.

—At Atlanta Georgia, the construction of a school building may be held up by one alderman in accordance with the city charter. The contracts for a new boys' senior high school estimated at \$500,000 were thus held up by an alderman who only yielded after strong pressure on the part of the board of education.

—On recommendation of W. B. Ittner, the school-house expert, Galveston, Texas, will expend \$1,000,000 in remodeling many of its school buildings, some of them thirty years old.

The Cleveland, Ohio, Teachers' Federation voted recently in favor of the pay-as-you-go plan for the maintenance of the schools, thus eliminating bond issues for school buildings and stopping the consumption of school taxes by interest and sinking fund charges said to have amounted to more than \$3,500,000 last year.

The Cleveland News, in commenting upon this action, says: "Presumably the school administration, accustomed to annual or biennial bond issues, will insist that dispensing with them and paying expenses out of income is only a dream, beautiful to the taxpayer and beneficial to the public in the long run if put in effect now, but utterly impossible to put in practice, even by the device of providing a special tax levy to carry all outstanding bonds when promising not to issue any more. But the teachers' representatives point out that Cleveland ought to be able to do what Chicago does, that it will be harder to do if postponed longer and that the time to start is while starting is still possible."

—Seattle, Wash. A three-mill increase in the school tax levy is proposed in changing from the bond basis to the pay-as-you-go plan of financing school construction. A building program to cover the next two years is planned.

—Local club and civic organizations at Milwaukee, Wis., have supported a plan of the school board to raise approximately \$1,000,000 for new buildings. A study of the school housing situation shows that approximately 4,000 children are housed in temporary structures such as barracks, assembly rooms, and basement rooms. The board has in preparation an extensive building program covering a period of five years.

—The employment of a full-time architect, at a salary of \$9,000 a year, has been recommended to the school board of Milwaukee, Wis., by the local engineering society and the Wisconsin chapter of the

American Institute of Architects. The new office would be known as the chief of the building division.

—The Court of Appeals of Frankfort, Ky., has granted an injunction to R. W. Davis, a taxpayer of Pineville, restraining the board of that city from issuing \$35,000 in bonds because of alleged irregularities in the election.

—Approximately 300,000 of the 441,000 rural school children of Kentucky had their education discontinued during the second term because the taxable wealth in 102 counties was not sufficient on local district taxes nor supplemented county revenues so that the schools might be maintained for a full nine-month term.

The schools started their terms late last summer and the lack of funds under the maximum county tax of fifty cents prevented the majority of counties from maintaining more than the minimum session of seven months of twenty days each. Thirty-five counties, either by local taxation or contributions, have encouraged their districts to extend their own terms.

It is pointed out that most of the counties, if permitted to adopt a school tax rate as high as those in the cities, could establish and maintain full term schools but some of them cannot have good schools without state aid.

—The schools of Salt Lake, Utah, finished the school year in June successfully in spite of the fact that the board was deprived of \$90,000 as its portion of the state school fund through failure to file its census report according to law.

—The school board at Johnstown, Pa., is going ahead with plans for the erection of a million-dollar central high school on the site of the present vocational school. The school will accommodate about 2,000 students.

—Indianapolis, Ind. Fees for architects and engineers working on the 1923 building program of the school board providing for eight new buildings and additions, total about \$70,000, according to the director of school building construction. Revised estimates, including the estimates on the architects' and engineers' fees, bring the cost of the building program to about \$1,546,915. The architects and engineers have been authorized to proceed with the preparation of the working plans, and these will be approved by a representative of the state board of tax commissioners.

—Columbiana, Ala. Helena, a nearby town, is going to raise funds for a new school by the unusual method of selling bonds of \$100 denomination each for the purpose of erecting a modern school building.

—Elizabeth City, N. C. The city is erecting a new high school for white students at a cost of \$200,000. In addition to classrooms, the building contains an auditorium, a gymnasium and a cafeteria.

A grade school for colored pupils has been completed at a cost of \$100,000. The building will be occupied in September.

—Altoona, Pa. A Junior high school under the name of the Roosevelt Junior High School has been erected. The building which accommodates two thousand students, will be occupied late in the fall.

—Scotia, N. Y. A bond issue in the amount of \$270,000 for the erection of a high school has been passed by the voters.

—Lancaster, N. Y. A new high school and athletic field will be ready for use next fall. The total cost will be about \$300,000.

—Gloversville, N. Y. The citizens, in October last, voted an appropriation of \$75,000 for a new school to be erected on a site donated to the school as a gift. The new building will contain eight rooms and will be erected adjoining the residence proper, which houses the offices, the kindergarten, library and two rooms utilized for community purposes.

—Belmont, Mass., is erecting an addition for the high school to house about 400 students and to cost \$195,000. The high school was erected in 1918, at a cost of \$185,000.

—The School District of Hegins Township, Valley View, Pa., will erect a new Junior-senior high school to accommodate about 500 students. The site includes thirteen acres of ground and the building will be erected from plans prepared by Architect Clyde S. Adams, of Philadelphia. The cost of the structure will be between \$200,000 and \$250,000.

—A new high school building for Redstone Township, Fayette County, Pa., will be occupied in September. In addition to twenty classrooms, the building contains laboratories and special rooms for the teaching of vocational subjects. A meeting room for the board of education and restrooms for the high school faculty are also provided. The building was planned by Architect J. H. Harman, of Unlontown, and cost \$200,000.

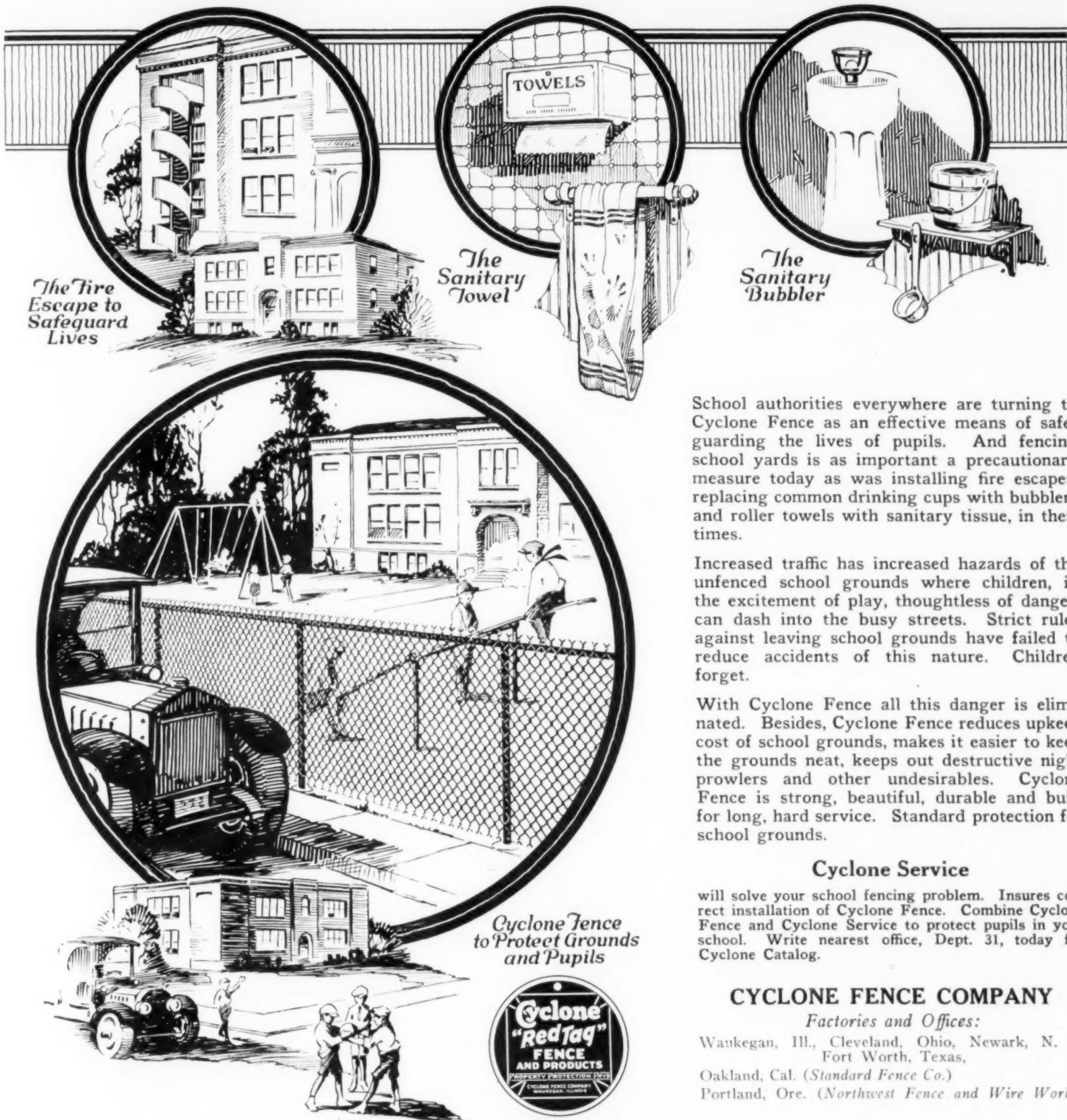
—Spring Valley, N. Y. Contracts have been let for the construction of the new junior and senior high school. The building, which will accommodate 700 students, was planned by Architect Ernest Sibley of Palisade.

—Fremont, O. A contract has been awarded for the erection of two additions to the high school at a cost of \$190,000. Provision has been made for special rooms for the teaching of agriculture, trades, home economics and commercial work.

—At Syracuse, N. Y., superintendent Percy M. Hughes and Mayor Walrath have locked horns. The building of new schoolhouses is under municipal control. In a booklet prepared by the superintendent, the municipality is blamed for insufficient school support. The mayor became wrathful when he found that 17,000 copies of the superintendent's report had been circulated in the schools. He denounces the booklet as being issued for political and partisan propaganda.

(Concluded on Page 87)

Steps ahead in protecting the school child's life —



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School authorities everywhere are turning to Cyclone Fence as an effective means of safeguarding the lives of pupils. And fencing school yards is as important a precautionary measure today as was installing fire escapes, replacing common drinking cups with bubblers and roller towels with sanitary tissue, in their times.

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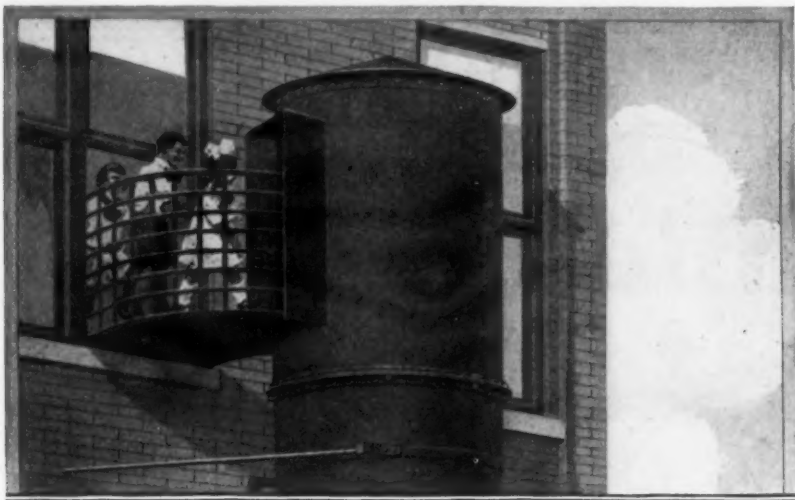
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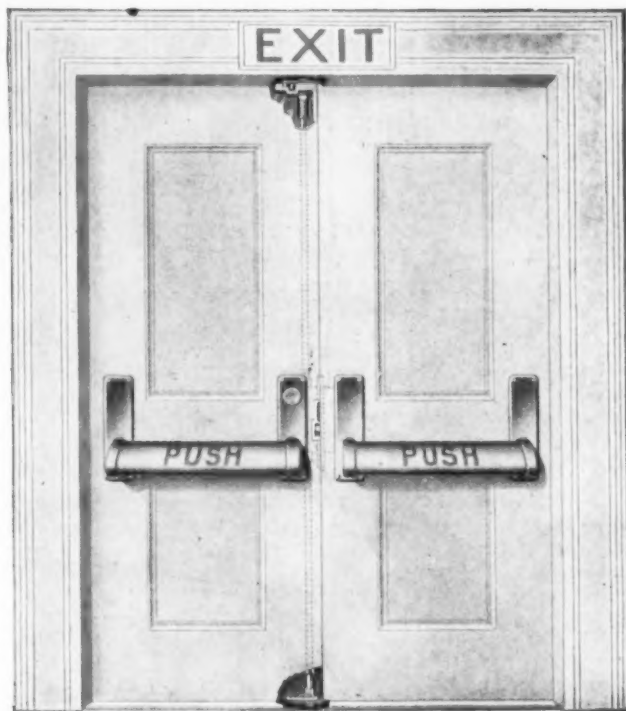
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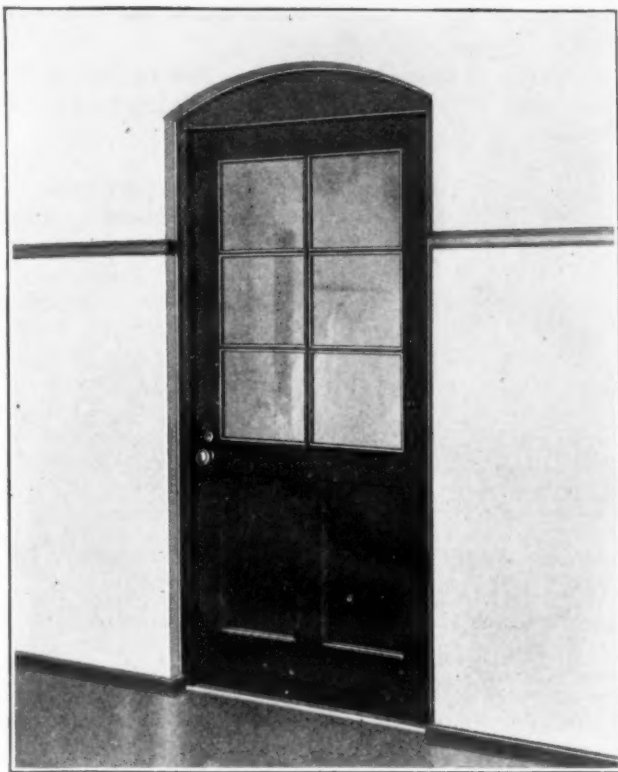
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Local representatives in all principal cities

(Concluded from Page 84)

—Los Angeles, Calif., voted favorably on a bond issue of \$17,500,000 for new schools.

—The Galveston, Texas, board of education and superintendent Hopkins made a public statement of its building program. The editor of the Galveston News in commenting upon the document says: "The reminder that Galveston's school tax is only 40 cents on the \$100, while that of other Texas cities is 75 cents on the \$100, sets the tone for the whole document. It tends to make economy an end in itself, but the immediate conservation of money does not always spell economy."

—Lenoir City, Tenn., will submit a \$40,000 bond issue to a vote of the people. A new grade building is contemplated.

—Thirteen building projects involving an expenditure of approximately \$2,000,000 were approved by the Detroit, Mich., board of education. This includes \$1,700,000 for elementary schools, \$700,000 for a high school and \$21,000 for an open air school.

—Bessemer, Ala.—A \$150,000 bond issue for schools will soon be placed before the people of Bessemer for passage. The school board is planning an intensive campaign and L. L. Vann, superintendent, is making plans to carry the matter before the voters of the city.

—Salem, Ore. The citizens have voted a bond issue of \$500,000 for an addition to the senior high school and additional units for two junior high schools. The addition to the high school and one unit for the junior high school will be built this year.

—Salem, O. A contract has been let for the erection of an addition to the high school, increasing the capacity to 650 students. The original structure erected six years ago, was planned for five hundred students, double the enrollment at that time.

—Galveston, Tex., has voted \$1,000,000 in bonds for new buildings and several additions. Mr. Wm. B. Ittner, in association with Dewitt and Lemon, Dallas, Tex., are the architects.

—Plans have been approved for a school at Corsicana, Tex., to cost \$600,000. Mr. Wm. B. Ittner is the architect.

—Plans have been approved for two junior high schools at Jacksonville, Fla. Each building will cost approximately \$500,000. Mr. Wm. B. Ittner is the consulting architect.

—Wellston, O. Bonds have been issued and construction work started on a new high school to cost \$150,000. The building will be occupied in October.

—Beaufort, S. C., will begin construction work on a two-story high school. A colored high school on the California plan will be erected.

—Tiffin, O. A junior high school to accommodate 550 pupils of the seventh, eighth and ninth grades will be completed in September, 1924.

—Ellwood City, Pa. A contract has been let for the erection of a twenty-room building to cost about \$200,000. Mr. E. A. Stotz, Pittsburgh, is the architect.

—Monessen, Pa. A junior high school to cost \$450,000 is in course of erection. The building will be completed ready for occupancy in September.

—Morristown, Tenn. A high school to cost \$200,000 will be erected.

—A bond issue of \$250,000 has been approved by the citizens of Tyler, Tex., for school purposes. An architect has been employed to prepare plans for a new high school building and for the remodeling of other buildings.

—Boston, Mass. Construction work on another junior high school has been started in Dorchester District. The building will cost \$500,000 and will be ready for use in September, 1924. It will accommodate 1,200 pupils, representing the graduates of three grade schools.

—Columbus, Ga. A bond issue of \$550,000 for schools was recently presented to the people for ratification. The school board had asked for \$600,000, but due to the bonded indebtedness of the city, the board was asked to name the minimum amount. The vote was called May 31.

—Florence, S. C. An elementary school for colored pupils will be erected this summer, at a cost of about \$25,000. A bond issue in the amount of \$250,000 has been passed. The proceeds of the issue will be used for the repair of the high school and for the erection of the elementary school.

—Geneva, N. Y. Construction work has been begun on the new high school to cost \$500,000. The building will be ready for occupancy in July, 1924.

—The cornerstone of the new high school at Newport News, Va., was laid on April 26th in the presence of a large gathering of school children, citizens and local clubs.

—Cleveland, O. The school board faces the necessity of reducing its tentative building program for the next year by \$1,066,294. This amount is the excess of estimates on the cost of building operations over the funds available for building purposes. The total estimated expenditure for building operations is \$8,807,000 against a total available fund of \$7,740,000.

—Tacoma, Wash. On May 8th the voters voted on a bond issue of \$2,400,000 for the erection of several new schools. A total of \$1,830,-

000 is to be reserved for intermediate schools, \$135,000 for sites, \$80,000 for additional equipment and \$355,000 for new grade buildings.

—Detroit, Mich. The school board has approved the proposed building program of Supt. Frank Cody. A total of thirteen buildings will be erected at a cost of \$4,382,217.

—Burlington, Ia. The citizens have been asked to approve a bond issue of \$350,000 for additional classrooms for the high school and gymnasium facilities.

—From Brooklyn, N. Y., comes the statement that many schoolhouse contracts will be violated owing to a scarcity of skilled labor and a wage increase of from 20 to 50 per cent. As high as \$12 to \$17 a day have been offered for bricklayers and carpenters.

THE CAMDEN SCHOOLHOUSE HORROR.

In the annals of schoolhouse fires in this country, there is none that has been attended by greater horrors than that which took place at Camden, S. C., on the night of May 17th. Over seventy lives—pupils and parents—were lost.

The heart-rending details have appeared in the daily press. Over three hundred people were assembled to witness a graduation play. A bursting oil lamp, inadequate egress, a decrepit stairway, and a panic-stricken crowd caused the horror.

We have not yet forgotten the Collinwood schoolhouse fire, March 4, 1908, when 178 children and teachers were killed. This was followed by many innovations in the way of safeguards and it was believed that a similar accident would not be repeated.

The Camden horror will unquestionably prompt additional measures everywhere to protect those who are temporarily housed in school buildings. And while we are bowed in sorrow over the precious lives that have been sacrificed at Camden, let the school authorities of the nation profit by the lesson afforded.



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SCHOOLS in all parts of the United States are including Banking in their curriculum. Systematic Saving is the greatest of banking fundamentals.

The Automatic Receiving Teller offers a simple perfected plan of teaching Systematic Saving, and gets the pennies, nickels, dimes and quarters that would otherwise be wastefully spent.

Intimate contact with the child-saver is closely and easily maintained through thrift-class instruction and organization among the pupils. Hundreds of schools are co-operating with local banks in using the Automatic Receiving Teller with noteworthy success.

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Accommodates pennies, nickels, dimes and quarters and automatically delivers a receipt. Imposes no detail work or responsibility on teachers. Receipts are pasted on folders which are presented to the bank for credit. It takes the child to the bank and brings the bank to the school.

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FLOOR LOADS FOR SCHOOL BUILDINGS.

The variation in floor loads in different sections of the country as applied to school buildings is discussed in the April number of the American Architect by Norman M. Stineman. He points out that these variations as specified in building codes range from 40 to 100 pounds and intimates the differences in cost of construction in part attributable to them. The following table shows the requirements in various cities:

Building Code	Live Loads in lbs. per sq. ft.			
	Class Rooms	Corridors and	Assembly Halls	
Milwaukee	40	60		
Flint, Mich.	40	70		
Baltimore	50	75		
Omaha	50	75		
Seattle	50	75	75	100
Detroit	50	60	80	
Portland (Ore.)	60	75		
Ohio State Code	60	80		
Wisconsin State Code	60	80		
Boston	60	125		
Cincinnati	60	80	100	
New Orleans	60	125		
Memphis	70	100		
Bayonne, N. J.	75	90		
Chattanooga, Tenn.	75	100		
Columbia, S. C.	75	90		
Everett, Wash.	75	125		
Minneapolis	75	100		
Newton, Mass.	75	125		
New York City	75	100		
St. Louis	75	100		
Galveston, Tex.	100	125		
Great Falls, Mont.	100	125		

"In Detroit the specified floor load is 50 lbs. per sq. ft. in classrooms with fixed seats, and 60 lbs. with movable seats. In Cincinnati the required floor load is 80 lbs. in corridors and 100 lbs. in assembly rooms. In Seattle the specified load is 50 lbs. in classroom seating less than 100 pupils, 75 lbs. in classroom seating more than 100 and in assembly rooms with fixed seats, and 100 lbs. in assembly rooms with movable seats. In Boston and New Orleans the load of 125 lbs. per sq. ft. applies to assembly halls only.

"A glance at the above table will readily explain why it is that school buildings in some

cities seem to cost too much money. The table indicates also that the requirements of state building codes and those of large cities are not so severe as those of medium sized cities. The reason for the difference is that states and large cities have better facilities for revising their building codes and that on the average they do revise them more frequently than the smaller cities do; consequently the code of the large city is kept more nearly abreast of modern ideas.

"Cities that require school building classrooms to be designed for a live floor load of 100 pounds per square foot, and the corridors, assembly halls, and laboratories for 125 pounds, are practically demanding warehouse loading for schoolrooms. They are wasting the money in their treasuries which is contributed by their own taxpayers.

SIMPLIFYING SCHOOL BUILDING CONTRACTS.

The exasperating delay of school building operations in New York City is attributed the present system of contract making. Governor Smith has therefore urged the legislature to simplify the system by permitting the use of general contracts.

"The law now makes it necessary to award several contracts on each building, thus dividing the responsibility for completion. This should be changed so that one general contract can be awarded, including, in addition to the general construction, the plumbing, heating, ventilating and electrical work. This will then make the general contractor responsible for completion.

This is an extract from a letter addressed by Architect William H. Gompert to the board of education. He continues: "The policies outlined above are not intended to discriminate against the small, reputable contractor, but to rectify the present system, which, apparently, is not conducive to good, big, broad competition, as is illustrated by the fact that the last school building project, for which bids were opened on March 27, 1923, attracted only five bidders, and it is my belief that under present conditions in the building market, in a very short time no estimates will be secured under the divided form of contract."

The large building contractors support this view: "We do not deem it desirable to bid on

school work under the present form of contract" says the Fuller Construction Company, "due largely to the divided responsibility resulting on account of the mechanical work being let as a separate contract."

"Contracts for school work are awarded without including in the general contract the plumbing, heating, ventilating and wiring. In our opinion, and in order to secure the best results as to cost and time of completion, complete control of these lines as a part of the general contract is absolutely essential," says the Thompson-Starrett Company.

The School Survey of Harrisburg, Pa.

A school survey may result in a revelation and a shock to the civic pride of the community. Harrisburg, Pa., has had a school survey and a shock. The experts make the following statement:

"The existing conditions in the school buildings in this city are due wholly to the lack of a definite comprehensive plan on the part of the city. There never has been in the city a definite building program in relation to the schools.

"The community of Harrisburg has failed to consider the development of the school plant in terms of future needs and the future growth of the community. No huge enterprise, involving as many individuals as does the school system in Harrisburg, can develop economically and prosper satisfactorily, except as political and personal motives are cast aside and the program is developed in terms of scientific studies and with the acceptance of definite program principles.

"Such underlying principles have not been adopted in the past, nor have they formed a basis for the development of the plant or the educational program. If Harrisburg wishes to secure a school plant which will be comparable with those of other progressive cities and to which its citizens in future years may point with pride, basic standards must be adopted.

The recommendations provide for a building program involving an expenditure of \$2,700,000. The experts who made the survey were Dr. Thomas E. Finegan, state superintendent, Dr. N. E. Engelhardt of Columbia University and Dwight H. Perkins, the Chicago school architect.

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Within a year in the streets of our cities-!***

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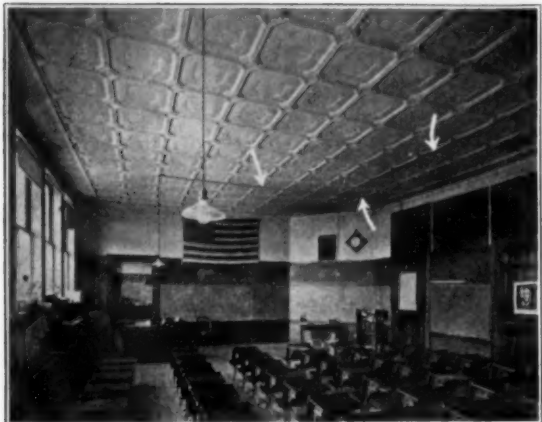
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1. Its entrances at floor levels make it easily accessible.
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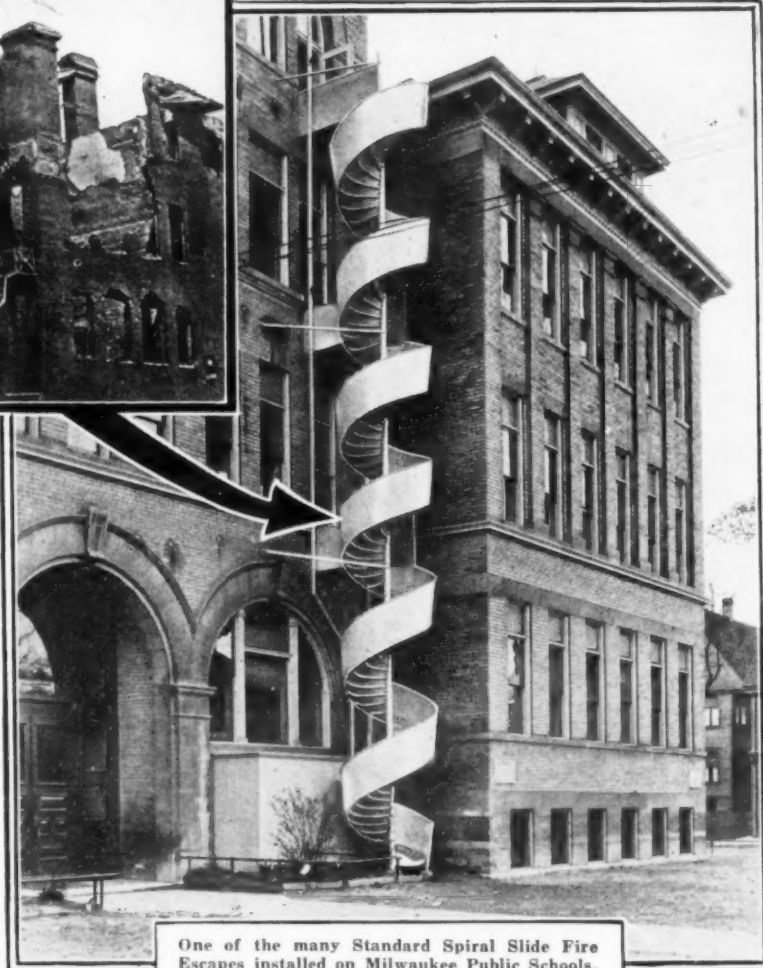
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IS it sufficient in both quantity and quality? Is it properly toned and correctly distributed? Is there an absence of glare? If your school is the average one, built before the days of modern fixtures, it probably is poorly and insufficiently lighted. No doubt you have been aware of the fact for years. Possibly you plan installing modern lights during the summer vacation. If so, have you considered the Four-In-One Light?

The Four-In-One is the ideal light for schools. Perfect light distribution results from the application of the latest principles of design—no glare, no shadows, just a diffused flood of light.

The Four-In-One is unusually efficient because it is so scientifically constructed that no ray of light is lost. Its light source is the Mazda "C" lamp, the most economical light known. It is bug-proof and dust-proof, which guarantees full lighting value at all times and also saves in upkeep.

Let us help you with your lighting problems. We give individual study to your particular needs.

Our service department will gladly furnish architects or school boards with complete blueprints and specifications showing model equipment for the proper lighting of every location. **THIS SERVICE IS FREE.**

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School Business Officials in Successful Convention

Twelfth Annual Meeting at St. Louis

In the development of the executive branch of the administration of city schools, the office of superintendent has made enormous strides toward a professional status for its members. This forward and upward movement has made for the dignity, the power, the responsibility, and the permanence of the office, and has been perhaps the largest single factor in the administrative efficiency of the schools. Less marked in amount and length, but fully as important, has been the growth and expansion of distinctly professional characteristics in the personnel and service of the business division of the school administration. Evidence of this was again given at the twelfth annual convention of the National Association of School Business Officials which took place at St. Louis, May 14th to 18th. No higher ideals or stronger attention to the problems of educational development could be expressed at any meeting of superintendents than were evidenced by the business managers, secretaries, purchasing agents, accountants, engineers, architects, and clerks in their discussion of school business problems. Throughout the four days there was constant emphasis on correct principles as well as efficient methods, and a strong professional note was sounded in the papers and round table discussions.

The convention marked the high water point in attendance and membership—nearly two hundred—the program was uniformly strong in taking up the problems (a) of building construction and ventilation, (b) financing and (c) accounting. In interest and importance Dr. Geo. D. Strayer's paper on School Finance and Taxation proved to be the high spot of the evening. Mr. Herbert N. Morse rose splendidly to the opportunity of the presidency and handled the meeting with dispatch and vigor. The St. Louis authorities, Messrs. Mason, Milligan, Brown and Hallett afforded not only the best of St. Louis' hospitality, but showed a group of

achievements in the shape of new buildings, a central supply office, heating and ventilating apparatus, and an efficient business office, such as the members had not seen before.

The Sessions.

The convention was neatly welcomed by Mayor Henry W. Kiel and President H. A. Ross-kopf of the board of education. The latter briefly spoke of the school system and gave facts and figures of school development since 1836 which proved a most helpful background for the subsequent observations and visits of the members.

In his president's address, Mr. Morse first called attention to such association affairs as membership, dues, and by-law provisions and then briefly discussed the necessity of having the secretary or business manager of the school board back up the educational executives in their educational programs and supervision of instruction by efficiently handling finance, building construction and operation, accounting, statistical research and reporting, purchasing, and general business management. The secretary must show the board and the people that the business department is fully alive to its duties and opportunities.

The New York Ventilation Report.

The report of the New York Ventilating Commission was most favorably presented to the meeting in a paper prepared by Mr. D. D. Kimball, a member of the Commission. It was unfortunate that the illness of Mr. Kimball prevented his presence and a wider discussion of the points attached by various school engineers. No better plea for the findings of the Commission could be made than that presented by Mr. Kimball. Space will permit only a brief summary of the highlights recounted by Mr. Kimball:

"First, the physical condition of the air is of greater importance than is the chemical composition of the air.

"Second, excessive temperatures and humidities reduce physical work, but indications of a similar effect on mental efficiency were not as clear.

"Third, stagnant air reduces the appetite and the ability to do physical work, with the presumption of unfortunate concomitant results.

"Fourth, the use of schoolrooms depending wholly upon windows for ventilation is wholly impracticable.

"Fifth, the use of a prescribed form of window ventilation in certain types of favorably located buildings (under the care of teachers thoroughly and always interested in ventilation and constantly supervised) is practicable.

"Sixth, altogether as favorable atmospheric conditions were found obtainable in the mechanically ventilated rooms as in the window ventilated rooms.

"Seventh, how then may be explained the greater preference for the window ventilated rooms as shown by teachers and observers, and by the subjects of the Wadleigh high school test? And how shall be explained the greater prevalence of respiratory diseases in mechanically ventilated rooms? My answer is—better mechanical systems, better operated.

"Eighth, artificial humidification was found to serve no useful purpose. Its omission involved no loss in comfort or in physical and mental progress.

"Ninth, recirculation, while accompanied by objectionable odors when applied to a single tightly sealed room, actually indicated better results in physical and mental tests. Practical experience in recirculation as applied to entire buildings has encountered no difficulty with odors and has been found most efficient and economical.

"Tenth, ozone is not essential, and is not even an aid, to successful ventilation.

"Eleventh, definite suggestions are given as to the location of fresh air supply inlets and exhaust outlets for classroom ventilation, and suggestions are offered to govern the installation of both window and mechanical ventilating systems.

"Twelfth, overheating is found to be the most common and perhaps the most serious fault found in schoolroom practice. A thermometer on each teacher's desk is emphasized as a most essential part of the heating and ventilating equipment.

"And now may I add a brief personal observation: A poor ventilating system in the hands of a skillful engineer will give better results than will the best system in the hands of a poor janitor. The success achieved with a mechanical ventilating system is largely a measure of the intelligence and skill of the operator.

"The war unfortunately brought to a stop the work of the Commission and the exhaustion of funds prevented the later resumption of this work. Manifestly the solution of the ventilation problem is not yet complete.

"You will observe that two of the most successful methods of mechanical ventilation, to my mind the two most successful methods, had not been studied by the Commission when its work came to an end, including the individual duct fan system and the unit ventilating system, either of which efficiently produces the results deemed essential by the Commission. Either of these systems will produce any atmospheric condition found desirable by the Commission in the window ventilated rooms, and better results than were obtained in any of the mechanically ventilated rooms studied. They are, moreover, free of the main-

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fold limitations applying to window ventilation. I am sure that results to be obtained by the proper use of such systems of ventilation compared with the best results obtainable with the window type of ventilation operating under normal conditions will show to the advantage of the mechanical system in every way, including respiratory disease records. I would not care to venture such an opinion concerning the usual trunk duct system of fan ventilation. Any system of ventilation, the successful operation of which is dependent upon keeping the windows closed, is wrong in principle and in practice.

"Ventilation has traveled a hard road. It has constantly been subjected to limitations imposed by insufficient funds, when the building cost must be reduced this item is usually the first reduced, not a tithe of the care has been exercised in the selection of the heating and ventilating engineer that has been applied to the selection of the architect, merit of the installing contractor has been lost sight of in the scramble for low bids, and finally the operation of a valuable and an efficient plant has so often been placed in the hands of a janitor who may know how, but probably not why or when, to shovel coal."

Mr. Edwin S. Hallett in a paper on Window vs. Mechanical Ventilation vigorously replied to the contentions of Mr. Kimball for window ventilation. After describing the elements of the systems developed in St. Louis he declared that the straight plenum system, with recirculation, air washing, ozonation, and closed windows gives the best and most economical results when in charge of competent engineers. "It is very much to be regretted," said Mr. Hallett, "that a document purporting to be a new voice should destroy the value of all of it by the findings in window ventilation. How any group of scientific investigators could have hoped to put over a report of this character is past understanding. This report was supposed to be of value to every building interest in the state of New York and incidentally to the wide world as it is published in a commercial book form. In the face of present authentic information on the subject the report is simply preposterous."

Mr. James J. Mahar presented a thoughtful paper on the cost of heating and ventilating apparatus and showed how, by means of a logical analysis and carefully tabulated records of standard units of cost, the plans and the bids for a heating and ventilating plant can be checked for economy.

The Second Session.

The afternoon session on Tuesday was opened with a paper on "Detecting Waste in the School Plans and Estimating the Cost of the Building," by Mr. Frank Irving Cooper of Boston. Mr.

Cooper briefly discussed the need of planning school buildings for educational service and then showed in detail how the "candle of ratios" as developed by the Committee on Schoolhouse Planning of the N. E. A. is applied to determine the efficiency of the plans of any existing or proposed school building. Probably the most useful section of Mr. Cooper's paper was that in which a specific method was recommended for calculating the cost of buildings in advance of planning and construction and of obtaining a reliable guide on costs for both the planner and the board of education.

Mr. Dwight H. Perkins, of Chicago, took up the service of the architect to boards of education. He laid down the proposition that the architect performs his chief function in planning buildings and that it is not his duty to determine the educational content of buildings nor to render service as an educational surveyor or as a promoter of bond issues. Whatever the architect does beyond actually planning a building and supervising the construction, etc., should be done as an interested citizen having a knowledge of school affairs from the standpoint of building, planning and construction.

The third paper in the program was read by Mr. Henry C. Peering, engineer of the board of education at Baltimore, Md., on "The Public School Building in Relation to the City Plan." Mr. Peering brought to the convention a very clear picture of the part which the schoolhouse plays in the city plan and showed that it is essential that school authorities take a definite interest in all city planning projects, especially in zoning and in laying out new subdivisions of a residential character.

The fourth paper of the afternoon was read by Mr. Ernest Sibley, of Palisade, N. J., on the subject of "A Comprehensive School Playground and Building Program." Mr. Sibley is an urgent advocate of play as a factor in education and recommends strongly the development of playgrounds in connection with all school buildings.

The Evening Session.

The members of the association spent three profitable hours on Tuesday evening in hearing a paper on "Ventilation" by Mr. E. S. Hallett of the St. Louis board of education and in discuss-

ing the general problems of heating and ventilation, recirculation of air, ozonation, and general management of heating and ventilating plants. The St. Louis schools have made a notable success in handling the ventilation problem in an economical manner, and the session gave an opportunity for a wide exchange of experiences. It was made clear that ozone as used in the St. Louis schools does not substitute one odor for another but actually performs a cleansing and conditioning operation which removes evil effects in schoolroom air.

The Second Day.

Supt. W. J. Bickett, of Trenton, N. J., opened the session on Thursday morning, with a scholarly discussion of the cooperation which the business officials of a school board must give to the efficient carrying out of the educational program. Mr. Bickett showed that the present ideal of the schools is the greatest possible educational service and that efficiency in both the business and educational departments of the schools can only be measured by the quality and amount of service which is given. The only real test of the business department of a school system is the standard of efficiency and service which is set and the economy which is practiced in keeping with these standards. Low cost as such may mean insufficient service and actual waste. The accountant, the purchasing agent, the superintendent of buildings, the architect, etc., must each know what is the best possible efficient service which his division of the work can render. It makes little or no difference just how the school department is organized so long as each department head is a competent executive and cooperates with the superintendent for the highest type of educational work.

Mr. William Dick, secretary of the Philadelphia board of education, made a plea for placing the research bureaus of school systems under the direction of the secretary, or the business manager, who is the responsible official for the financial program of the schools.

Mr. W. C. Grill of East Cleveland, read a paper for Mr. C. W. Handman, on "The Paying of Janitors in the Cincinnati Schools." Mr. Handman rather definitely proved that the contractual method employed in Cincinnati is economical but not productive of good service.

(Continued on Page 95)



What Is Paint?

"In what class do you put paint—expense or investment? It all depends on how and what you buy. If you buy on 'price in the can,' paint is an expense—a heavy one. But if you buy like the wise painter does on 'cost on the wall,' paint is an investment.

"Hockaday costs less on the wall. If you had time to take my brush you would quickly see why Hockaday saves money. You would check these reasons: Spreads ten to fifteen per cent further; no brushing required, takes less time to apply; only two coats in colors needed—no size, no primer; positively eliminates air checking, suction and lime burning."

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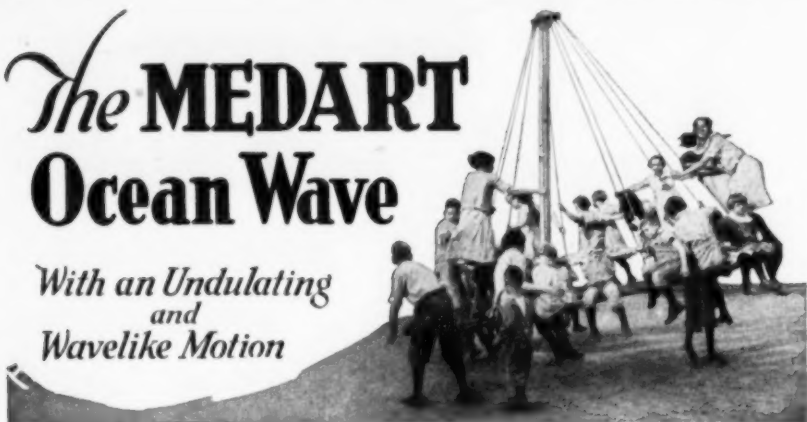
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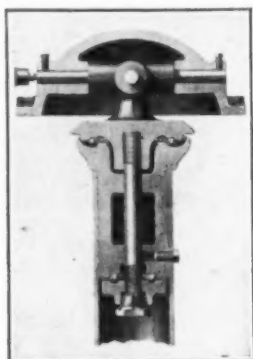
Many years of experience have developed outstanding features in all MEDART Playground Apparatus. Take, for example, the Medart Ocean Wave Headpiece. It is built on the universal joint principle, which affords an even, smooth undulating and wavelike motion.

This feature also guarantees unlimited service and satisfaction and is a wonderful improvement over the usual ball-and-socket construction, which develops too large an amount of wear and friction.

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PLAYGROUND EQUIPMENT

As a consequence of such refinements built into all MEDART Playground Apparatus, MEDART Equipment has been for fifty years the first choice of civic officials, physical directors, school boards and others entrusted with the purchase of Playground Apparatus. The price is much lower than you would expect for apparatus of this outstanding merit.



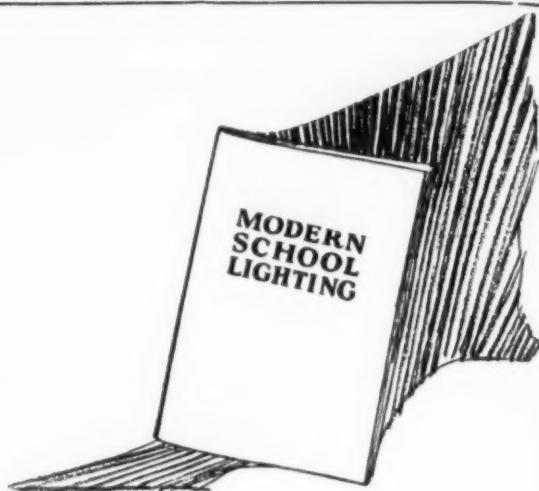
Upper set of ball bearings takes up strain regardless of from what angle it is applied.

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Made by a company of seventy years' experience in outdoor water devices.

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WITH a substantial fence no one enters or leaves the playground or athletic field except through the gates—and the field and its equipment is effectually guarded at all times. Afco Chain Link Fence gives complete protection, year in and year out, with practically no attention.

The top illustration shows the new athletic field at the Asbury Park, N. J., High School, enclosed with AFco type 1103 non-climbable fence. This is the 7 ft. height and was chosen for such protection. The lower illustration is the 12 ft. tennis backstop at one end of the field. Both are standardized products that can be furnished on short notice and that carry the unqualified AFco guarantee.

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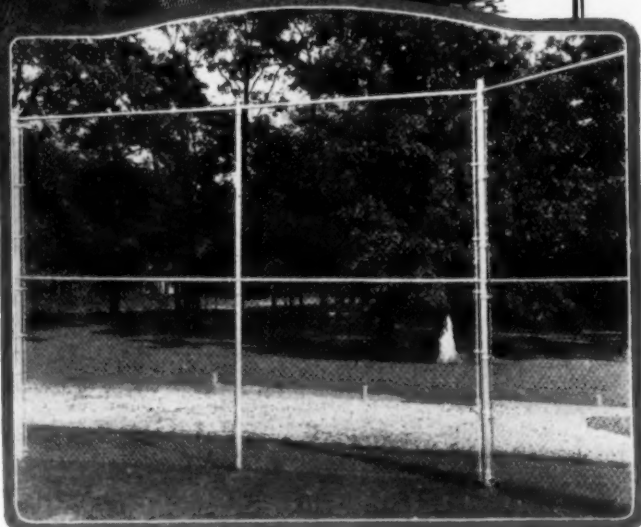
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Representatives in Principal Cities

AFco Chain Link Fence for School Yards

A permanent steel fence, with or without barbed wire, set in concrete; standard heights 4 to 9 feet; erection by the Company or your own labor.



Afco School Fences

(Continued from Page 92)

Miss Rita Knowles, secretary of the school board at Moline, Ill., showed that women are a strong factor in the promotion of any school program and that the school authorities may effectively avail themselves of the interests of women by approaching them through clubs, through the children, and through publicity which definitely takes account of women's viewpoints.

The final paper of the session was read for Mr. Joseph Coyle, state purchasing agent of Trenton, N. J. Mr. Coyle laid down a number of fundamental principles in purchasing and proved conclusively that it is possible for the purchasing agent to set a high standard of quality for all materials which he obtains and at the same time retain competition. He gave a definite plan of operation by which the public interest in the direction of quality and price may be effectively safeguarded and a fair attitude maintained toward manufacturers and dealers.

The St. Louis Schools.

The members of the organization had an opportunity to visit the St. Louis schools on Wednesday afternoon, when a special tour of the city and schools was arranged through the generosity of the school officials. The members visited the Grover Cleveland high school, the Calvin Woodward elementary school, and Soldan high school, where dinner was served. The day's program was completed by an illustrated lecture on "Differences in the Planning of Elementary and Senior High Schools" by Mr. Wm. B. Ittner, architect. The members of the association were most enthusiastic in their praise not only of St. Louis hospitality, but especially of the efficiency and high standards of architecture and building management which they witnessed.

The Thursday Sessions.

The high spot of the convention was reached on Thursday morning when Dr. George D. Strayer, of Teachers College, New York City, read his remarkable summary of the present financial problem of American schools. In his paper, Dr. Strayer emphasized most strongly the necessity of shifting the school tax burden from the present generally accepted property tax to the income tax. Dr. Strayer showed that

in round numbers, education in the United States cost \$140,000,000 in 1890 and slightly in excess of \$1,000,000,000 in 1920. While these enormous figures appear appalling, it is a fact that we pay today only one-tenth more per day per pupil for education, when it is taken into account that the purchasing value of one dollar in 1890 was so reduced in 1920 that the same amount of service or materials bought by a dollar in 1890 cost in 1920 a total of \$2.90. The United States in 1920 spent one and one-half per cent of its total income for education. The richest states spent less than this amount and the poorest 4.41 per cent. Thirty-one states spent less than two per cent and seventeen states spent more than two per cent. Thus, New York spent 1.18 per cent of its total income for education and other rich states spent slightly higher amounts.

The present indications are that educational costs will increase rather than decrease and for this reason a radical readjustment is necessary in the system of taxation. This readjustment must take into account the fact that real estate as represented by farm and city property can not stand any further increases and that the system of personal property taxation is a complete failure and should be abandoned. To properly place the burden of taxation where it can best be carried will require the levying of a personal income tax which is now accepted in seventeen states and is being rapidly extended to other states. In addition to this personal income tax, a business income tax or corporation tax based on the profits of business firms and corporations should be levied, similar to the personal income tax. The entire matter of taxation should be placed on a state-wide basis to overcome inequalities and inconsistencies, and funds used for education should be distributed on a state as well as a local basis.

Dr. Strayer was most emphatic in declaring that there are no new sources of taxation of school revenues but that there must be a readjustment of the burden. The present reaction against taxation for education is not based on sound reason but has gained strength because educators are not well organized.

"School Accounting from the Viewpoint of the Auditor," proved to be a most interesting topic

at the hands of Mr. Arthur Kinkade, public school accountant, Chicago. Mr. Kinkade discussed in detail the several forms of records which are necessary to make up a complete system of city school accounting. He showed the relation which such an accounting system has to the development of successful financing of schools, to constructing budgets and in general to handling the business affairs of a city school system.

The second Thursday session was opened by a paper on "Procedure for Uniform Accounting" by Mr. W. W. Theisen, assistant superintendent of schools, Milwaukee. Mr. Theisen recommended a definite program for the study of the problem. As a result of his recommendations, the Association appointed a committee on Uniform Procedure and directed the committee to work out definitions and rules for applying the principles outlined in the system of accounting and record-keeping required by the Federal Bureau of Education and the Bureau of the Census.

Mr. Herbert L. Patterson of Boston described in a very useful paper the method followed in Boston in financing and erecting school buildings.

The session was closed with a splendidly comprehensive paper on the "Fundamental Principles of Marketing School Bonds" read by Prof. J. G. Fowlkes, of the University of Wisconsin.

Mr. Ernest Sibley of Palisade, N. J., rendered the Association a distinct service on Thursday evening by organizing and leading a round table on school building planning and construction. During three hours, the forty or fifty men in the group recounted experiences and opinions on schoolhouse planning, purchasing, janitorial management, and other topics of intense interest to school board secretaries. The round table revived the exchange of experience, which marked the earlier conventions of the association. As a result a strong recommendation was brought to the annual business session for a revival of round tables and general discussions at all annual meetings.

The Annual Business Session.

The annual business session proved to be comparatively brief and snappy. On behalf of the

The Ideal School Window



Classroom in Teachers College, Indianapolis, Ind.
Herbert Foltz, Architect. Brandt Bros. & Co., Contractors.

The Truscon Projected Steel Window has been installed in hundreds of schools to the complete satisfaction of the architects, engineers and school boards.

The Truscon organization, because of its tremendous size is able to make deliveries when they are promised. This is a big item when the school board requires the building for the Fall term.

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Committee on Per Capita Costs, Mr. Wm. T. Keough of Boston recommended a definite procedure for recording the per capita costs in city schools.

The convention voted down the proposal made a year previous to sell exhibitions and advertising space. Mr. G. W. Grill, chairman of the committee in charge, recommended that no action be taken because there was no necessity for support of the Association on the part of commercial interests.

The committee on Textbooks, headed by Mr. Samuel Gaiser, provided evidence of the fact that publishers do not give cities in various sections of the country uniform price concessions.

The committee on Resolutions thanked the local organization for its splendid entertainment and hospitality and presented a memorial resolution on the death of Mr. Charles H. Myers of Johnstown, Pa.

The following officers were elected:

President—D. D. Hammelbaugh, Harrisburg, Pa.

Vice-President—R. M. Milligan, St. Louis, Mo.

Secretary—J. S. Mount, Trenton, N. J.

Treasurer—G. W. Grill, Lakewood, Ohio.

The attendance at the convention was the largest in the history of the organization. Nearly 150 men and women were present. The total membership of the Association has grown and now approaches the 200 mark.

—Fearing that Superintendent William L. Ettinger, who has done so much for the schools of New York City, would be dropped in 1924 the teachers of that city endorsed a bill extending the term of the superintendent to ten years.

"The old idea that almost anyone with a little leisure can be a school superintendent doubtless persists in some quarters. It is kin to the still older idea that almost any ignoramus can teach school. Nothing could be farther from the truth. The old 'pick it up' educator hadn't the staying power even of a quack doctor." So writes the editor of the Springfield, Mass. Republican. "The profession of school superintendent is today that of a highly trained expert, and if an elaborately developed school system like our own, spending millions of dollars a year, is to be conducted successfully, or even managed economically, we cannot put second-raters on the job."

TEACHERS AND ADMINISTRATION

—More than seventy teachers of Cleveland Ohio, spent a day last month visiting the Detroit, Mich., schools as the guests of the Detroit teachers' association. They were particularly concerned in the platoon and intermediary schools.

—At Pateros, Washington, a number of citizens circulated petitions addressed to the school board asking the re-appointment of certain teachers and the dropping of others. The Reporter, a local newspaper, holds that inasmuch as Superintendent W. E. Chandler is a capable school administrator and the school board a competent body that the citizenship better "keep hands off."

"Some boards have delegated to their supervisors almost the absolute authority of recommending the teachers. This certainly is as it should be," recently said Josiah Keeley of Kayford, W. Va. "While the law holds the Board responsible for hire and discharge, this function in former years was largely a question of placing the favorites of politicians and friends, or otherwise filling the places along lines of least resistance. Teachers were selected because they could board at home; because they assumed an attitude of Carrie Nation; because they wept; because they were cripples or feeble minded; because they were pretty, or just because."

—An amendment of the teachers' pension law of New York City, providing that pensions be based on the salaries for five years past instead of ten years past, was vetoed by Mayor Hylan.

—Gloversville, N. Y. The school board in establishing a professional library for the teachers has been most liberal in providing an adequate number of teachers' professional maga-

zines. Each department represented has from three to five magazines paid for by the board. The schools are also building up a professional lending library for the city.

—Trustee J. Lewis Coath of the Chicago board of education recently scored the lobbying methods of school principals for increased salaries as "a disgraceful spectacle." He said: "We have lately been treated to the spectacle of highly paid principals spending their time lobbying for new increases in salary, to which they are not entitled, letting their schools go hang while they handshake their way in and out of the board of education quarters."

—Norristown, Pa. An experiment in teacher participation has been inaugurated. Home teachers have adopted a course of study and meet every two weeks in eight different groups to formulate recommendations. These recommendations are later considered by an entire group and presented to the board of education for approval.

—Norristown, Pa. A class in the theory and practice of educational measurements has been conducted under the direction of instructors of Columbia University. Approximately ninety per cent of the teachers were enrolled in the course.

New Schedule at San Marcos, Tex.

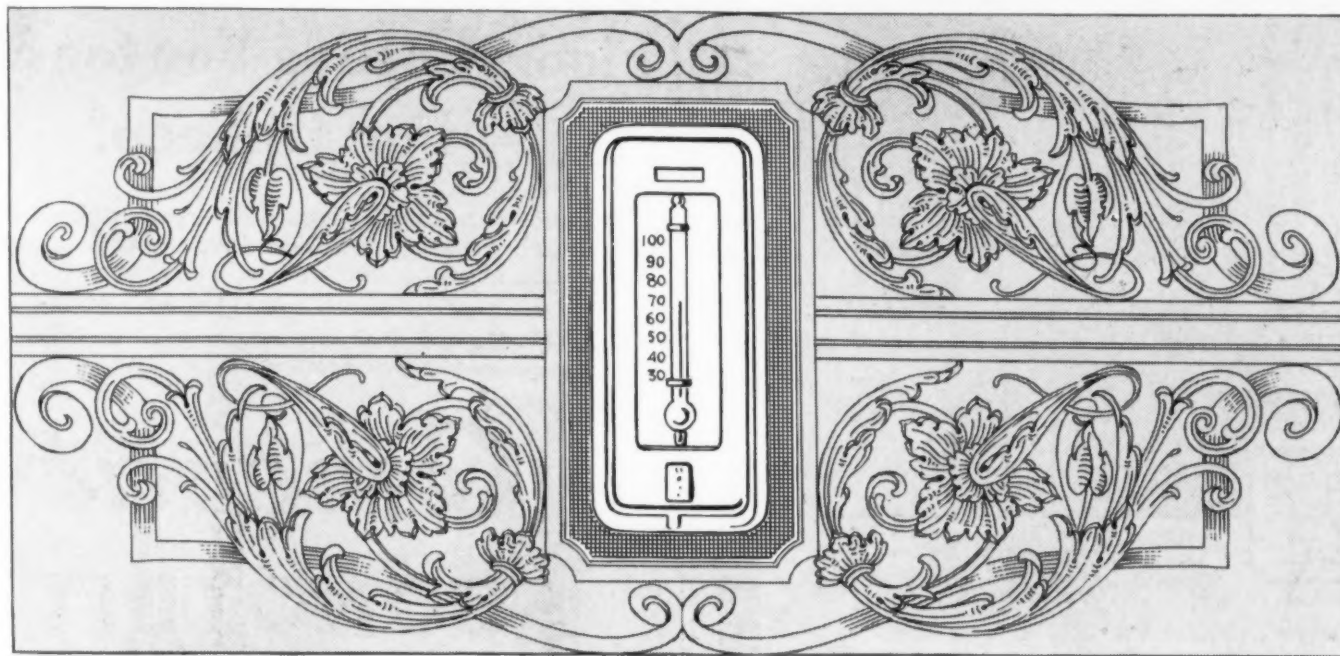
—The school board at San Marcos, Tex., has adopted a new basis for the payment of teachers' salaries. Under this plan, teachers are grouped in four groups on the basis of education and experience. Within each group, teachers are classified in one of three classes according to service rendered. The following are the groups with requirements:

Group One. Those having a bachelor's degree and three years' experience, or those having three years of college work and five or more years' experience.

Group Two. Those having a bachelor's degree and two years' experience, or those having three years' college work and three years' experience, or those having two years' college work and five or more years' experience.

Group Three. Those having a bachelor's degree and one year's experience, or those having three years' college work and two years'

(Continued on Page 99)

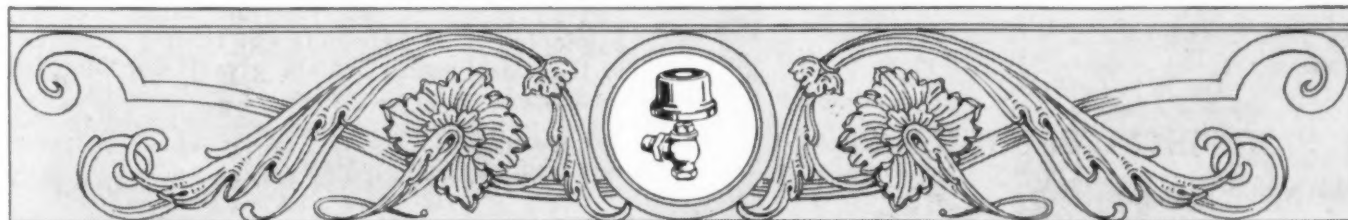


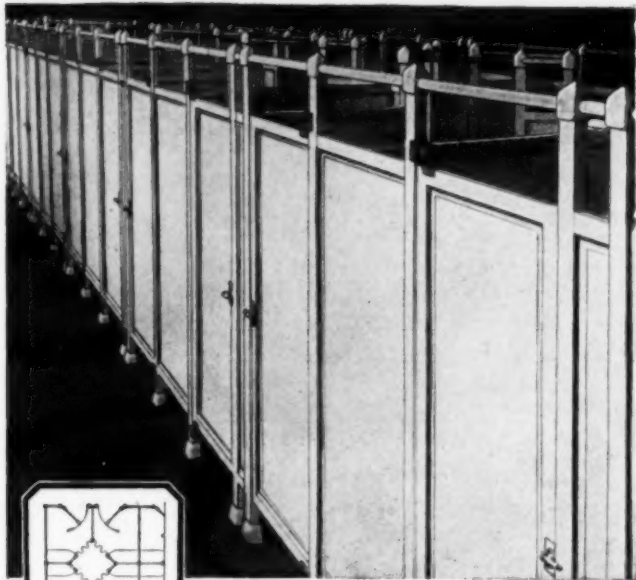
WHEN the steam pressure required to heat a certain building was reduced from 56,000 pounds per day to 39,789 pounds per day: a consequent saving in fuel of 27 per cent: unimpeachable evidence is produced that heat control as accomplished by The Johnson Pneumatic System Of Temperature Regulation is an item of assured perfect performance and colossal economy: so vital to school buildings today. Not one word more need be said. Demonstrated performance and its impressive results suffice. Install The Johnson, in the new school contemplated, under construction, or already built and however old.

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into one
dressing
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Send for sample board showing CEMCOAT, the Enamel Paint, actually applied.

It lasts longer and stays white longer than ordinary paints. Especially recommended in Gloss Finish for halls, recreation rooms and toilets.

Light-reflecting and easily cleaned of dirt and hand or ink spots by washing with soap and water.

SONOTINT reflects light without glare because of its velvety finish and so is especially adapted for classroom walls and ceilings. Easily cleaned of all dirt.

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The old or new concrete floors in your halls, basements and toilets should be made dustproof, wearproof and impervious to water, by flushing on the liquid chemical LAPIDOLITH. Yale and Cornell and many colleges and leading schools everywhere have used Lapidolith to prevent the grinding up of injurious concrete dust and to make toilet floors non-absorbent and so easy to wash and to keep sanitary. Write for lapidolized concrete block and school testimonials.

LIGNOPHOL will give new life to all wooden floors by replacing the natural oils and gums. Dry heat and scrubbing leave untreated wood dry, lifeless, liable to splinter and so absorbent that they are difficult to keep clean. Lignophol is entirely different from gummy surface oils as it is deeply absorbed and gives a hard, impervious and dustfree finish to the floors.

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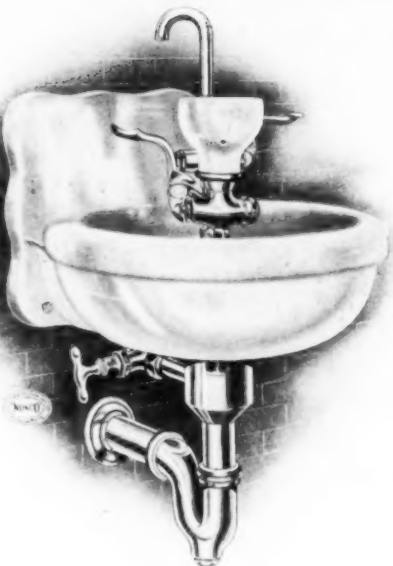


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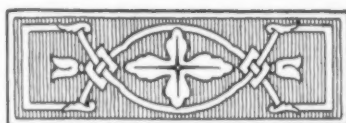
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Illinois

St. Louis
Missouri

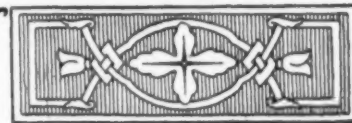
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Pioneer Manufacturers of Plumbing Fixtures for Schools



(Continued from Page 96)

experience, or those having two years' college work and three years' experience.

Group Four. Includes all other teachers employed to teach in the schools. Those teaching in San Marcos will have \$45, \$90 and \$135 added to their annual salaries after they have taught two, three and four years, respectively.

A difference of \$50 will be made in the annual salaries between the salaries of teachers within each group for each step in the quality of service, between Class C and Class B and between Class B and Class A. A difference of \$200 is made between groups.

The salary schedule will be made out each year, the board using the group plan as its guide in the distribution of salary increases. The classifications are made out by the superintendent according to well defined standards.

TEACHERS' SALARIES.

—Lansing, Mich. The entire teaching corps has been rated by the supervisory department of the schools. Fifty-one teachers have been rated superior and given increases of \$75. Two hundred and three have been rated good and given increases of \$50. Thirty-six are rated fair with no increase and five have been rated as inferior and subject for dismissal. Twenty-eight teachers have been transferred to the supply list because of marriage.

—Roseburg, Ore. The school board has revised its salary schedule of 1921 by adding to the seven annual increases, additional remuneration thereafter in five-year periods up to 25 years of service. The minimum salary of normal graduates remains at \$1,008. The initial salary of college graduates who are regular instructors, has been increased from \$1,170 to \$1,200. The maxima for the two groups are \$1,584 and \$1,776 respectively. The method of paying has been changed from the nine to the twelve-month plan.

—Urbana, O. A teachers' salary schedule has been adopted, the same to go into effect next September. Because of an increase in enrollment in the high school and a revision of the course of study, it has become necessary to employ three additional teachers.

—Morristown, Tenn. Teachers' salaries have not been reduced this year. The salaries of the superintendent and principal of the high school

have been increased. Small increases have also been given to the teachers.

—Wellston, O. The elementary teachers have been given increases in salary equal to the prescribed state minimum.

—Kingsport, Tenn. The school board has adopted new standards governing the qualifications of teachers and the operation of a salary schedule. Primary and intermediate grade teachers must be graduates of accredited high schools, with at least one year of professional training in normal school or college, and one year of successful school experience. The minimum salary for these grades is \$675 to \$1,200 a year for a school year of nine months.

Junior high school teachers must be graduates of accredited high schools, with two years of normal school or college, and one year of successful school experience. The minimum salary is \$900 to \$1,500 a year.

Senior high school teachers must be graduates of colleges or universities with A. B. or B. S. degrees. The salary ranges from \$1,000 to \$2,400 a year.

Annual increases in salary up to eight years are given upon the basis of experience, professional training and success grade of the teacher.

—Winlock, Wash. The board has voted unanimously against the employment of married women teachers in the future.

—The constitutionality of the Wisconsin teachers' retirement fund law enacted by the 1921 legislature has been upheld by the State Supreme Court. The decision affects 17,000 teachers in the state.

—Dunkirk, N. Y. The board has ruled against the employment of married women, more than 45 years old, or possessed of less than two years' experience in teaching.

—The school board at Yakima, Wash., has adopted a schedule of teachers' salaries. The wages are based on a \$850 plus system by adding \$150 a year for each year's professional training and \$50 a year for each year's experience. The minimum for grade teachers has been set at \$1,000 and the maximum at \$1,200. The minimum for high school teachers was placed at \$1,350.

—Cranston, R. I. Changes in the rules governing teachers' salaries provide a maximum salary of \$2,500 for grammar masters and \$1,-

500 for teachers up to the eighth grade. Substitute teachers in primary and grammar schools will be paid \$4.50 a day and high school teachers \$6 a day.

—Flint, Mich. Teachers in the grade schools will receive increases of \$50 next year. The salary schedule has been revised, raising the minimum from \$1,050 to \$1,100, and the maximum from \$1,450 to \$1,500.

—Frankfort, Ky. Better salaries for teachers in Kentucky have been urged by State Supt. George Colvin. Mr. Colvin pleads for the elimination of small emergency schools in order that the number of teaching positions may be reduced, with a consequent higher salary for the remaining teaching positions. He urges higher qualifications accompanied by higher salaries, until the standard teacher in every school shall receive at least \$100 a month.

—Fall River, Mass. The board has revised the salary schedule providing for salary increases of \$200. The increases which call for an added expenditure of \$50,000, become effective next September.

—Little Falls, Minn. The salaries of the teachers have been reduced by \$5. The agricultural department has been eliminated and one year dropped from both the manual training and domestic science departments.

—Figures compiled by L. W. Smith of the Joliet Township High School, Joliet, Ill., show that the city heads the list of cities in the salaries paid to men and women teachers in high schools. Joliet pays its men teachers an average of \$624 more than does Moline. Women teachers in Moline average \$1,617, which is \$408 below the Joliet average of \$2,025. The Moline high school is fourteenth among Illinois schools in the average salary paid men teachers, and ranks eleventh as regards women instructors. The reason for Joliet's position is the double taxation system. Because of its township character, the city is able to levy twice as high a rate as cities with a municipal high school only.

East Aurora and East St. Louis rank near the top in salaries paid to men and women teachers. East Aurora is third in average pay for men teachers and fourth in remuneration to



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The new Owatonna (Minn.) High School, designed by Jacobson & Jacobson of Minneapolis and Owatonna, is considered one of the finest in that entire section. P. J. Gallagher of Faribault installed the **DUNHAM VACUUM HEATING SYSTEM** which has called forth the testimony quoted above. Direct Radiation 18,000 sq. ft. Vento 4,865 sq. ft.

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women. East St. Louis is fourth in the former class and second in the latter.

—Janesville, Wis. The board has adopted a salary schedule based on tenure in office. The board has also modified the regulations governing teachers with normal training but no experience.

—The average annual salary of teachers in Illinois is \$1,343, according to a recent report of the state education department. The average salary of men teachers is \$1,556 and that of women teachers is \$1,298. The total amount paid teachers, both men and women, last year was \$53,175,196, the women taking \$42,523,952 and the men \$10,651,243.

—Seattle, Wash. In winning the fight for higher salaries, the teachers have been given increases of \$60 a year, beginning with the next school term. With the automatic increases of \$60 a year awarded for length of service, the increases in salaries will amount to \$120 a year. The change was made to partially restore the decreases made in salaries last August.

ETTINGER DISCUSSES TEACHERS' UNIONS.

Superintendent William L. Ettinger of the New York City schools recently expressed himself as follows:

"We cannot ignore the bald fact that the schools of a democracy are the schools of the whole people and not the schools of a particular class. Moreover, let me affirm with great emphasis that nothing can be more detrimental to our schools than the assumption that the classroom teachers constitute a laboring class, a sort of intellectual proletariat who differ both in kind and degree from supervisors and administrators."

"A teachers' union and the general union movement among teachers are just as good or just as evil as teachers make them. It is, therefore, the bounden duty of teachers in such organizations to be active to prevent the use of such groups for personal, political, or professional exploitation, and, above all, to maintain and promote those fine conceptions of service to our children and to our city which have already distinguished the teaching profession."

"Need I state that teachers should display toward their superiors and their professional associates that fine regard and consideration for one's professional reputation that is the

boast of the legal and medical professions?" asked Dr. Ettinger in considering the relationship to fellow teachers.

"The real ethical problem arises when subserviency or acquiescence in wrong are expected or demanded in place of courageous expression of conviction and the asserting and maintenance of rights. In a very real sense every one of us from the superintendent of schools down to the most humble substitute, is a guardian of certain professional standards and legal rights. Therefore no consideration or personal profit, comfort, or advancement, no consideration of securing the good will and favor of those in either upper or lower ranks of the service, should prevent a courageous and outspoken assertion and sturdy maintenance of professional rights and obligations."

AN INQUIRY BLANK.

As a means of overcoming the evil effects of general recommendations presented by teachers and of obtaining specific information on important elements of success or failure in preparation, personality, and teaching ability, Supt. H. C. Storm of Batavia, Ill., has made excellent use of the following blank:

Dear Sir:

This is a confidential inquiry about..... The question may be answered by simply underlining the word yes or no.

Does she have initiative? Yes. No.
Does she do much individual work with children? Yes. No.
Can she conduct a real socialized recitation? Yes. No.
Does she know the meaning of the term project? Yes. No.
Has she led the children in worth-while project work? Yes. No.
Does she keep all of her children profitably busy all of the time? Yes. No.
Does she read worth-while literature? Yes. No.
Do the children respect her? Yes. No.
Is she self-indulgent? Yes. No.
Is she lazy? Yes. No.
Is she honest? Yes. No.
Do most of the other teachers like her? Yes. No.
Has she many friends? Yes. No.
Do people enjoy visiting with her? Yes. No.

Can she play games that children enjoy? Yes. No.

Does she love children? Yes. No.

Signed
Position

KNOW YOUR SCHOOL DAY.

—Thursday and Friday, May 3rd and 4th, were observed in the Newark, N. Y., schools as "know your school days." Through this plan it was hoped to bring the people of the city in closer touch with the work actually carried on in the schools.

Thursday was visiting day. During the day parents and friends of the school visited the different grade rooms and high school rooms to observe the regular program of work. The schools were in session from 9:00 to 12:00 and from 1:15 to 3:00. From 3:00 to 4:30 was conducted as a conference period, during which time parents were given an opportunity to confer with the teachers regarding the work of their children. During this time also the ladies of the Child Welfare Leagues of the several schools served refreshments to those present. In the evening at eight o'clock, in the school gymnasium, was held the prize speaking contest. This program which is held annually is more or less the product of the oral expression classes.

On Friday afternoon and evening there were special features. In the afternoon, at two o'clock, the pupils of the first six grades of three schools furnished the program. In the evening, at eight o'clock, the pupils of the junior and senior high schools had charge of the program.

The gymnasium which was artistically decorated with flags and flowers provided fitting surroundings for the exhibits. A fine spirit of cooperation and loyalty was demonstrated in the preparation of the exhibits. The pupils and teachers spared no efforts in making the program a success and the parents cheerfully cooperated in their attendance and interest. During the two days of the affair, at least two thousand people were visitors at the different sessions and programs. This was considerably in excess of the attendance in former years. The work was carried out under the direction of Supt. F. Neff Stroup of the Newark schools.

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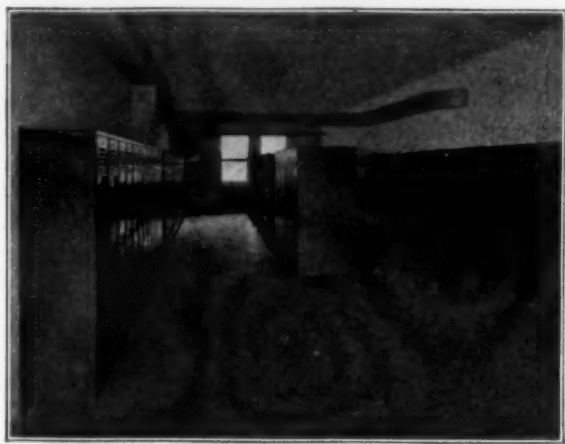
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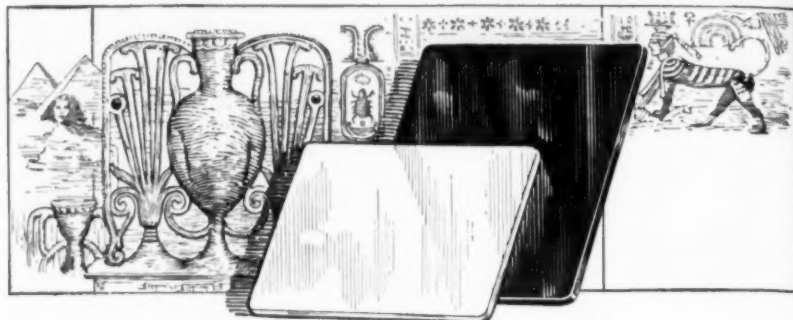
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SCHOOL HYGIENE

—Detroit, Mich. The health department has reorganized the medical inspection of the school children. Formerly, each physician took charge of three or four schools, and assumed charge of all types of health work including diagnosis, immunization and physical examination. With so many physicians doing a particular kind of work, it was found impossible to compare one school with another.

Under a new plan, one group of physicians will do diagnostic work; another group will have charge of immunization, and a third group will take care of the physical examinations. During the year 1921-22, these physicians examined 58,000 children. Of 8,887 underweight children, nearly three fourths had one or more physical defects.

—The work undertaken in educational hygiene in the schools of South Hadley, Mass., since the appointment of a school nurse in 1919, has been a somewhat notable achievement. Additional funds appropriated for this object, made possible a very considerable extension of the work as previously outlined, at the beginning of the fall term in 1920. As now organized, the health work is under the immediate direction of an efficient school and community nurse, a board of three medical inspectors, and a board of dentists.

Medical inspection in the schools provides for the annual examination of all pupils in the grades, with an efficient followup of the service, under the immediate oversight of the school nurse. Tests of sight, hearing, and examination for disability or defects are required once each year of all children in the schools.

Dental inspection provides for the examination each year of the teeth of the children in the grades and the charting of the conditions shown. Two dental clinics are held weekly at the school dispensary on Tuesdays and Thursdays. A nominal charge of ten to 25 cents is made for each filling or cleaning.

—For the past two years the public schools of Elizabeth City, N. C., have supplied two hundred students with milk and crackers each day. The plan has been financed by voluntary contributions from citizens and small appropriations from the board of aldermen and school trustees and the county board of education. All pupils have been weighed each month and the estimated gain is from two to four pounds. A marked improvement in the mental and physical condition of the pupils has been noted.

—Altoona, Pa. A dental clinic for persons in Altoona and Blair Counties was opened in February at the local hospital. The clinic is conducted in cooperation with the Bureau of Mental Health, Department of Welfare, of the State of Pennsylvania.

—New Philadelphia, O. A dental clinic has been established in one of the grade schools. The clinic was opened under the auspices of the local women's club.

—Rye, N. Y. The board of education, upon the recommendation of Principal George E. Webster, has inaugurated a simple light lunch plan, consisting of graham crackers and milk. During the two-week trial period, 1,713 half-pints of milk were used and approximately 250 pounds of graham crackers. The service has been efficient and self-supporting.

—A bill has been introduced into the legislature of New Hampshire which provides that children of parents opposed to vaccination may be exempted from the requirement before attending school.

The health department of the Denver, Colo., school system has outlined its objectives as follows: 1. The early detection and examination of cases of communicable diseases. 2. Examination of pupils retarded in the school work and those selected as having some physical defect. 3. Examination of all pupils as soon as possible. 4. Recommendation to parents of the correction of remediable physical defects.

SCHOOL HEALTH SERVICE AT ROCHESTER, MINN.

Superintendent W. G. Bolcom in his report to the Rochester, Minn., school board gives space to the physical inspection on labors engaged in by the school system for the year 1921-22 under the direction of Dr. Bleifus.

The examination included an inspection of the throat, nose and ear; a test of vision using standard charts, each eye being tested separately; inspection of the mouth for gum infection, decayed teeth, and irregular teeth; examination for glands of the neck, height, weight, general appearance, color, and state of nutrition. Ordinarily a complete physical examination was not made.

Parents of children who were recommended for treatment were given recommendation slips stating the condition found and the treatment advised, with a request to report to the school on the action taken as soon as possible.

All pupils were weighed and measured. The school nurse re-weighed and measured the grade pupils. It appears that at least twenty percent were considerably underweight, being at least ten percent below the standard.

Malnutrition.

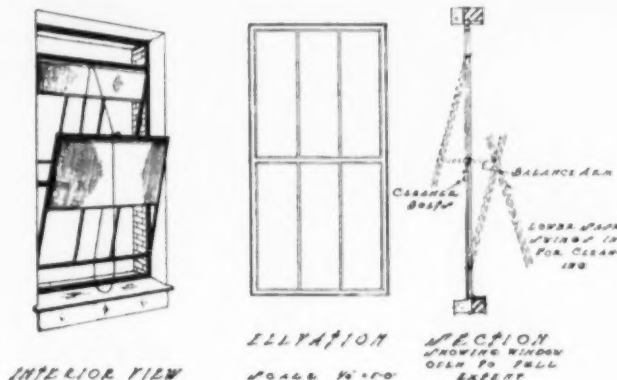
This is a very common condition among growing children. It is found among all classes and the causes are varied, though faulty eating habits are most commonly to blame. It has been found that the extra lunch, with the use of milk, is the most effective single measure to combat malnutrition.

The school nurse has made out height and weight tags for all grade pupils and plans to arrange special 10 A. M. lunches for all those who were found ten percent or more underweight, the parents to be asked to bear the expense. All seriously underweight children are receiving a second examination to rule out constitutional disease. A large proportion of them need dental care.

Open Air Classrooms.

It is recommended that when future building programs are contemplated the question of providing an open air class room for at least one building be considered. Experience in other places has shown that if the extremely undernourished, and anemic and so called pre-tubercular children are kept in such open air rooms, their improvement is marked. They quickly begin a gain in weight, have improved appetites and do better work. In New York City it appears that such classrooms have proved their work and the benefits there are no longer doubted.

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A SENSATIONAL SCHOOL STRIKE. A Firm Superintendent and a Sensible School Board.

At Batavia, N. Y., two hundred high school students refused to attend school because a teacher had not been recommended for reappointment by the superintendent and principal.

The teacher in question did not accept the decision gracefully. The students were in some manner informed that the teacher had been dismissed because she had attended the all-high basket ball games. This team was composed, for the most part, of students who because of a disagreement with the school authorities and the operation of eligibility rules of the state association were not allowed to represent the school.

Throughout the winter the feeling ran high on the part of the students and certain townspeople because the old team could not play. The story in regard to the failure of appointment was circulated by the dissatisfied element in order to cause trouble for the school authorities. The first protest was in the form of a tag bearing the legend "Miss Beal or Quit." The possession of these tags by some of the students was learned of and announcement was made by Superintendent E. A. Ladd that suspension would follow their appearance. Only three students attempted to disobey the superintendent's order and these were promptly sent home.

Then quiet reigned for three days. However, the students were urged on by their town supporters and neighboring city newspapers until a parade was staged in defiance to the orders of the city authorities. Two hundred students headed by the Italian band, accompanied by a large number of grade school children, marched through the main streets and gave Miss Beal a great ovation in front of her boarding house. By this time the leaders of the movement, who included in their number all of the all-high basket ball team, realized that there was no chance to secure the re-instatement of Miss Beal. The strikers then demanded the dismissal of Principal Howard D. Weber, whose reputation as a school executive is the highest.

During all this time the board of education supported the superintendent and the principal.

It refused to reinstate Miss Beal and with equal firmness refused to discuss the principal, and announced that it would uphold the authority of the school officers and would under no consideration yield to a band of lawless school strikers. This firm and unyielding attitude had a wholesome effect. On the following Monday morning the students were all back in school, when however, an unexpected ruling of the board of education confronted them. It read as follows:

"The board of education has decided to permit the return of those pupils who were illegally absent from high school Thursday and Friday, last subject to the making up of time lost, under rules outlined by the superintendent. Delay in making up this time may be met by increased penalty.

"The full power of the board of education will support the principal and teachers of the school on all occasions. Disorder, disturbance of school work and other breaches of discipline will not be tolerated, but will be met with suspension.

The strikers humbly accepted the condition and remained after regular school hours to make up for lost time. The teachers were paid for extra hours of service.

The Batavia Daily News in commenting upon the affair says:

"Through the ill-advised action of these 'striking' pupils the city of Batavia has been given unenviable publicity. If the boys and girls were more mature in years, they would the more readily see the futility of it. The management of the schools of Batavia is entrusted to a board of education, which must be relied upon to exercise judgment and prudence and a measure of wisdom in performing its duty. It cannot permit itself or its capable superintendent to be influenced by the fatuous conduct of youngsters to whom has not been delegated any power or authority to carry on the city's educational system."

CONSERVATION OF EYESIGHT THROUGH BETTER SCHOOLROOM LIGHTING.

The lighting, building, education, health and social agencies of the country are cooperating in a movement to develop a national code of

school lighting for the correction of conditions partly responsible for the defective vision of ten to twenty per cent of the school children.

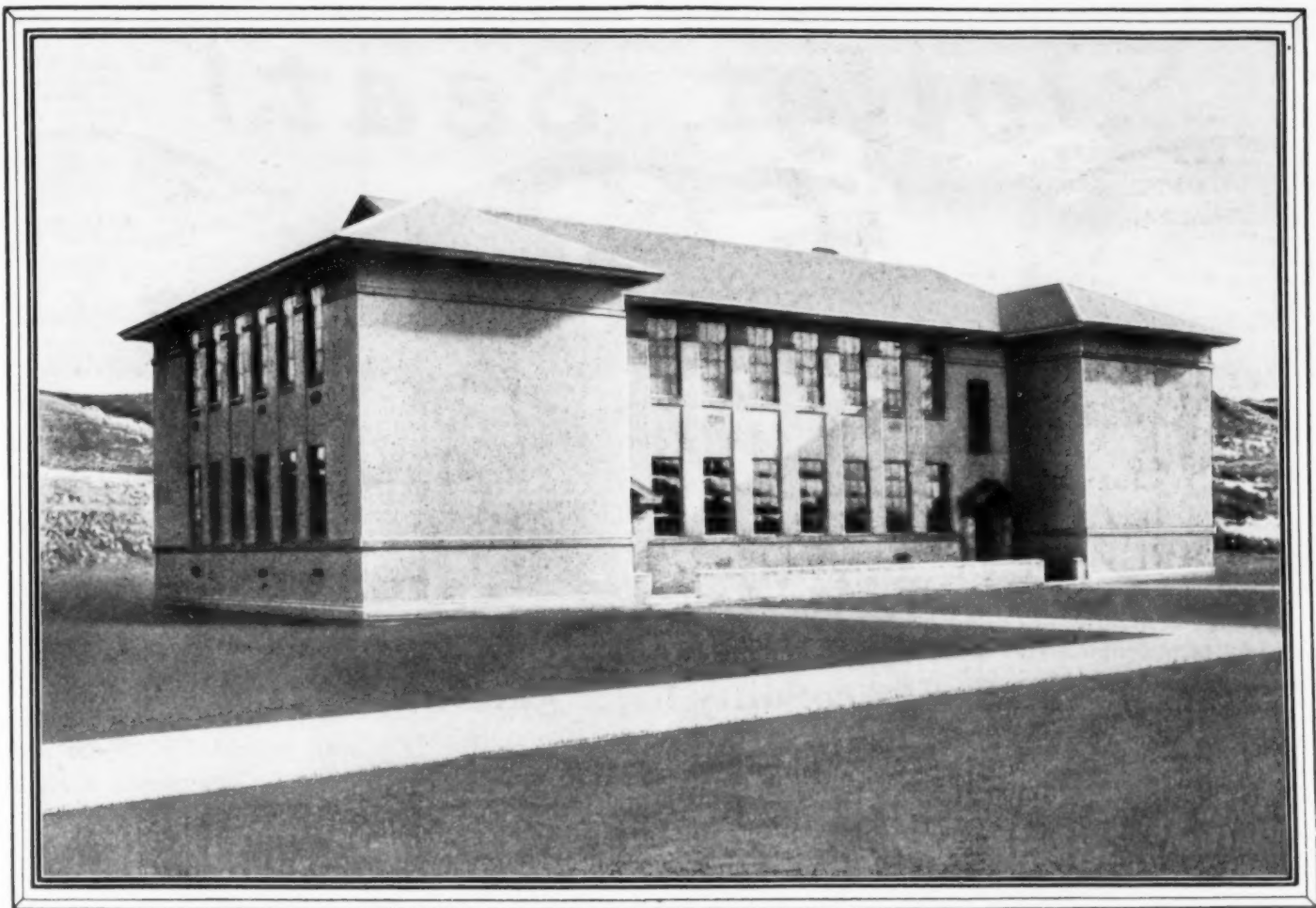
The formulation of the code is in charge of the American Engineering Standards Committee, an organization of agencies, whose approval of a standard code will insure its acceptance by those directly concerned.

It is pointed out that many of the factors contributing to defective vision of children are closely connected with school life and constitute causes which are preventable and can be removed. Modern educational methods in imposing severe requirements upon children create the need for better working conditions.

The American Engineering Standards Committee has appointed the American Institute of Architects and the Illuminating Engineering Society as joint agencies in the preparation of a national code of school lighting. The details of the code will be worked out by a representative sectional committee, which will also have in charge the compilation and publication of the code following its approval by the American Engineering Standards Committee. Fourteen organizations and bureaus having a national reputation are cooperating in the work of the committee.

TO UNDERTAKE STUDY OF WALKWAY SURFACES.

A movement has been put under way by the American Engineering Standards Committee of New York City for an extensive study of walkway surfaces and for a safety code on the subject. At a meeting held recently by representatives of various architectural engineering manufacturers' Associations and large corporations, the general problem was discussed and a committee was appointed to make a study of the general problem. It is proposed to make the code applicable to school buildings and to other types of public buildings and to fix standards for resistance to slipping, freedom from the tripping hazard, durability, flammability, and insulation around electrical apparatus. The committee which is studying the problem is headed by Mr. H. W. Mowery, of New York City.



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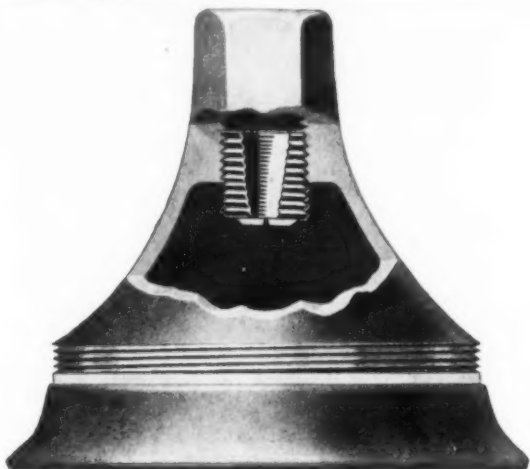
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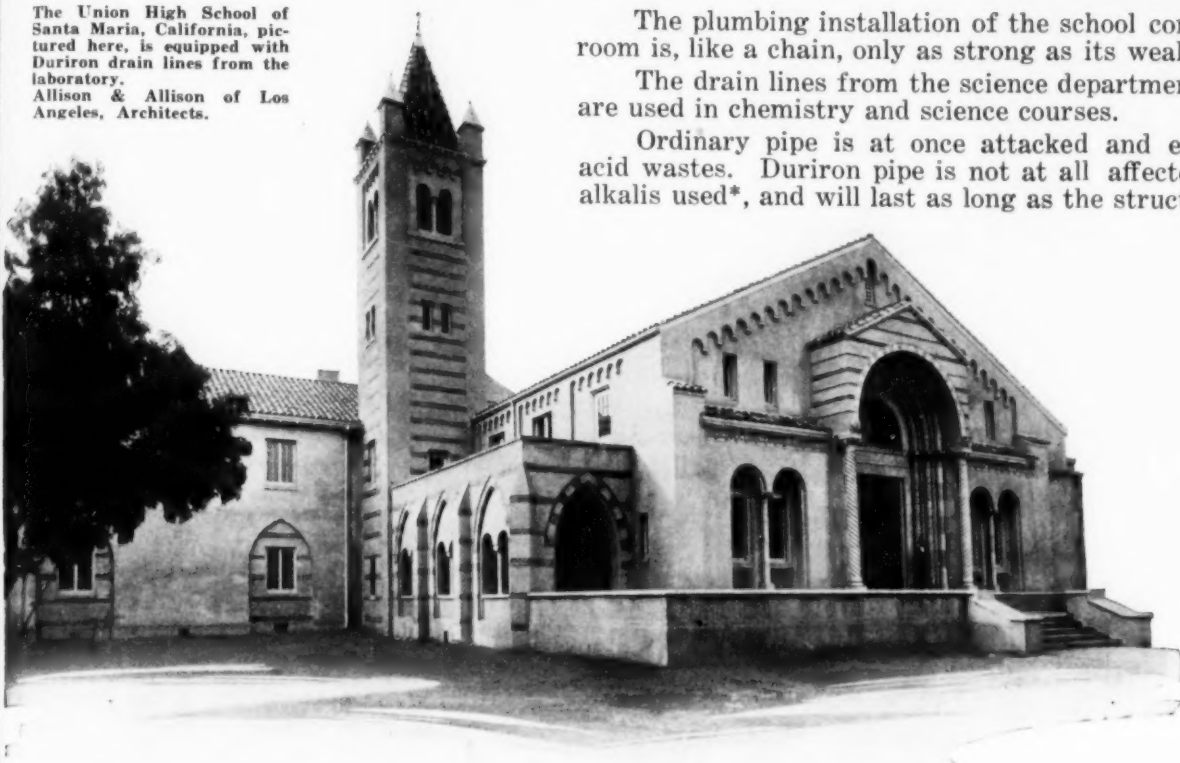
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A Beautiful California School - Safeguarded by Duriron

The Union High School of Santa Maria, California, pictured here, is equipped with Duriron drain lines from the laboratory.
Allison & Allison of Los Angeles, Architects.



The plumbing installation of the school containing laboratory or science room is, like a chain, only as strong as its weakest link.

The drain lines from the science department must carry the acids that are used in chemistry and science courses.

Ordinary pipe is at once attacked and eventually destroyed by these acid wastes. Duriron pipe is not at all affected by any of the acids and alkalis used*, and will last as long as the structure itself.

Avoid the expense, and disfigurement to walls and finish, that must follow the installation of any other material.

Duriron drain lines are installed the same and as easily as castiron, and they furnish positive, paid-up insurance against the menace of leaking laboratory waste lines.

Our Handbook
"DURIRON ACID-PROOF
DRAIN PIPE"
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*Some materials offer good resistance to certain acids, yet are rapidly attacked by others. For example, lead pipe resists sulphuric, but is violently attacked by nitric, acetic and other acids. Duriron is universally acid resistant.



The Duriron Company, Dayton Ohio



SCHOOL BOARD NEWS

AMONG BOARDS OF EDUCATION.

—The Chicago board of education bought 100,000 school books notwithstanding the fact that State Superintendent Francis G. Blair notified all school boards of the state not to buy books as the prices were deemed excessive by him. The prices had gone up in keeping with the increased cost of production and the Chicago school board did not feel that it could consistently deprive the pupils of school books.

—The Indianapolis, Ind., school board will forbid the raising of money among the children in the schools. There was an effort made to raise a Riley memorial fund and a "good will" movement whereby representatives were to be sent to France.

—F. C. Dodds was named president of the Springfield, Ill., board of education. The new members of the board are J. R. Orr, Harry Nickey and Fred Metzger. Superintendent I. M. Allen will not be a candidate for reelection.

—Easton, Pa. A special committee has asked that the board place the collection of tuition from non-resident pupils in the hands of the secretary. The rates of tuition for the year 1922-23 are as follows:

First, second and third grades....	\$3 per month
Fourth, fifth and sixth grades....	\$4 per month
Seventh and eighth grades.....	\$5 per month
High school	\$9 per month

Bills covering tuition will be rendered monthly and payment must be made on or before the fifteenth day of each month.

—Tristram W. Metcalf, who edits the school page of the New York Globe, is recommended for appointment to the North Yonkers school board by a local citizens' association.

—A body of citizens of Los Angeles, Calif., concerned in a school board election adopted a

platform which proclaims the following: "To keep politics out of the public schools; to close the doors of the schools to factionalism; to secure in the schools equal justice to pupils, teachers and the public; to insure economical and efficient administration of the affairs of the schools."

—Chicago, Ill. The school board has authorized the purchase of textbooks to the amount of \$110,000. In taking this action, the board sought to relieve a controversy over the constitutionality of the Dailey law, which requires publishers to file their prices at Springfield. These prices must stand for years and must be uniform for all states. The board members believed that if they delayed purchases, awaiting a settlement of the controversy, the students would be left without books.

—Cleveland, O. The school board has effected a saving of approximately \$52,000 as a result of reductions in the teacher retirement fund payments made by the state retirement board. The reduction is from 2.8 per cent to 2.2 per cent of that part of the payroll going to teachers employed since September, 1920, and from 2.77 per cent to 2.5 per cent of that portion going to teachers employed previous to that date.

—The new members of the St. Louis, Mo., board of education are Mrs. Rachael Stix Michael, Arthur A. Blumeyer, Henry Heier, L. A. Schoolmeyer and Ben Weidle. President H. A. Rosskopf in addressing them said among other things the following: "I want to assure you in accepting the membership on this Board that you have accepted a public trust carrying great responsibility. I know that you all realize it. I have no doubt that when your term of office shall have ended, you can look back over your period of service and feel that you have given the city and the schools the best of service."

"This is a women's age, a period wherein women are demonstrating that they have equal ability in many lines with the men and equal ambition to express the knowledge they have acquired in developing their broadened sphere of activities," says the Leader of Sioux Falls, South Dakota, in arguing for the election of women on the school board. "If less familiar

with the business features of the board of education, they can scarcely be regarded as less intimate with the relations and interests of the child during its school years. The right type of woman can bring to the board of education the viewpoint of a woman and leave to the men the working out of the financial details of the problems as presented."

—An administration building has been provided for the school system of Dallas, Texas. The ground floor is occupied by Secretary C. M. Moore, the general business offices and the board of education meeting rooms. The second floor contains the office of Superintendent J. F. Kimball and an auditorium for educational conferences and meetings.

—On a measure before the legislature of Wisconsin making school boards independent of the city council the Racine school board members were divided. R. G. Harvey favored independence and W. E. French opposed it.

—The school board of Sheboygan, Wis., recently became deadlocked over the reelection of the superintendent. The schools of Paris, Mo., also became deadlocked over the question of reelecting the present superintendent.

—At Aberdeen, Washington, the school board named a new schoolhouse "Alexander Young" in honor of an early pioneer of the city. The parent-teachers association preferred the name "Lincoln." During the Easter vacation someone painted the name "Lincoln School" in large black letters on the school. The board has voted to hold to the name "Alexander Young."

—The City Club of Chicago, Ill., went on record in favor of the following recommendations: That members of board of education be appointed and not elected as proposed. That the mayor be empowered to remove members, subject to concurrence of two-thirds majority of council. That the number of members be reduced from eleven to seven. Legislation centralizing administrative authority in the superintendent of schools, but not in favor of proposed restriction on right of action by the board which requires it to secure the approval of superintendent of schools before such action is taken. Opposition to legislation fixing a salary for board members.



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Equip YOUR schools with
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Rundle-Spence "Vertico-Slant" Drinking Fountains are made in a variety of designs to meet every requirement.

Pupils can drink from a Rundle-Spence "Vertico-Slant" Drinking Fountain with absolute assurance of safety, for the patented design and construction absolutely eliminates all possibility of contamination.

Note the construction of the Rundle-Spence "Vertico-Slant" Drinking Fountain. It has no hood on which the corner of the mouth can rest—LIPS CANNOT TOUCH THE NOZZLE—no filth collecting crevices that are impossible to clean—but are neat in appearance and absolutely sanitary in every respect.

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No. C-143

SCHOOL BOARD EXPLAINS WHY.

As the result of a sweeping change in the administration policy of Norristown, Pa., recommended by Superintendent Dietrich, the board of education recently strengthened the supervising force and dropped 23 teachers. The board then presented a frank statement to the public giving the reasons for the change. At the same time it was demonstrated that some teachers were due for retirement, others were about to be married, and still others preferred to accept positions in neighboring towns nearer their homes. There was only one outright dismissal and a complete statement of facts fully warranted the same. The more interesting feature of the statement, however, was the board's interpretation of its own function, as contained in the following paragraphs:

(1) That the schools exist wholly for the purpose of educating the children so that they may lead a useful and happy life.

(2) That the board of education is a representative group elected by the citizens and acting for the citizens.

(3) That it is the duty of the board, acting for the citizens of Norristown, to carefully analyze and consider each matter brought before it before taking definite action.

(4) That the board of education is composed of laymen and women not versed in the technical and expert management of schools and that it is therefore necessary to employ an educational expert to advise with the board and execute its rules and policies.

(5) That the management of the schools is a business proposition—the biggest business proposition that any community has to maintain, and therefore, must be conducted as efficiently as possible, to have the most efficient organization only the best welfare of the children together with an economical management, should be considered.

The report then quotes Superintendent H. O. Dietrich as follows: "In every corporate body there must be a definite administrative organization. The manufacturer employs a Superintendent who in turn surrounds himself with a competent force of foremen or division heads in order that efficiency may result. This same principle underlies the successful operation of

a school system. This principle, however, is not in vogue in your system. The Superintendent must be the professional directing head of a school system.

"A Superintendent should be permitted to surround himself with a competent force of assistants. These assistants should be responsible for carrying out the plans. You have been good enough to grant me assistance, still in spite of this fact, much of our time is occupied in formulating policies, working out schedules, and so on. In short your system lacks unit foremen—these supervising principals. There is no one to carry out the plans of the Superintendent save the teachers and they lack the daily personal touch of such foremen.

"A Superintendent of Schools should be held responsible for results. This is as it should be. However, unless the Superintendent be permitted to surround himself with a competent organization there should be no increased efficiency expected. Your system is too large to entrust the carrying out of instructional policies to one man. It is large enough to employ unit supervisors. Teachers are becoming interested in modern methods of instruction and are willing to do their part. However, they cannot be expected to carry on to any large degree of efficiency unless they have some one to assist them in their daily problems.

The statement was signed by Mrs. Annie G. Weber, Mrs. George A. Brecht, William J. Clark, David A. Hutchison, President Harry W. Akins and Mrs. Albert Rowland Garner.

SCHOOL BOARDS AND SUPERVISION.

"The school directors can do much toward making and unmaking school supervision, especially while it is in the formative period. Close cooperation and sympathetic assistance in the promotion of school interests of the community will strengthen the superintendent in his work; indifference, or opposition, direct or by innuendo, will ruin it, just as has been done in certain counties of Arkansas.

So discusses Clio Harper, chairman of Pulaski, Ark., county board of education. He continues: "The superintendent is presumed to be an expert educator, and as such his recommendations and suggestions should command respect. The directors, who are for the most part business or

professional men, not connected with the schools, cannot be expected to be familiar with the conclusions of the best thought and experience on the subject. They must yield to the riper judgment of those who have made a careful study of needs and requirements of the schools.

"In a practical way, boards of directors can cooperate with superintendents in numerous ways that will benefit the schools. Among these may be mentioned:

"More careful and thorough enumeration of those in the district of school age; every person omitted means distinct and definite loss to the district in the per capita revenue.

"Greater care in the selection of teachers, considering qualifications for service and not personal 'pull.'

"Maintenance of school buildings and premises in an attractive and sanitary manner, that they may not resemble abandoned huts fit more for the housing of live stock than our children.

"More paint and less politics, more glass and less gab, more equipment and less envy, longer terms of school, more fences and less friction, more books and less buncombe.

"Greater civic pride in the upbuilding of the schools as community centers, where all patrons of the schools and other citizens may assemble for the discussion of problems affecting the district.

"Counseling with the superintendent over matters affecting the interests of the district, instead of causing discord and suspicion and 'backbiting' and other insidious antagonisms that will tear down any institution.

"United effort on the part of all directors in working with the county superintendent in carrying out his program will disarm all opposition and promote an educational morale that will be irresistible."

He quotes the following from a recent editorial in the School Board Journal: "If actual monetary retrenchments cannot be effected without impairing the efficiency of the schools, and the legislators deem it inexpedient to bring additional pressure on present tax sources or find themselves unable to devise new sources, then it follows that school costs must adjust themselves to the tax ability of the state."

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Universally acknowledged to be best adapted for school room regulation because of its simplicity in design and long lived service.

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A list of school installations will be sent on request.

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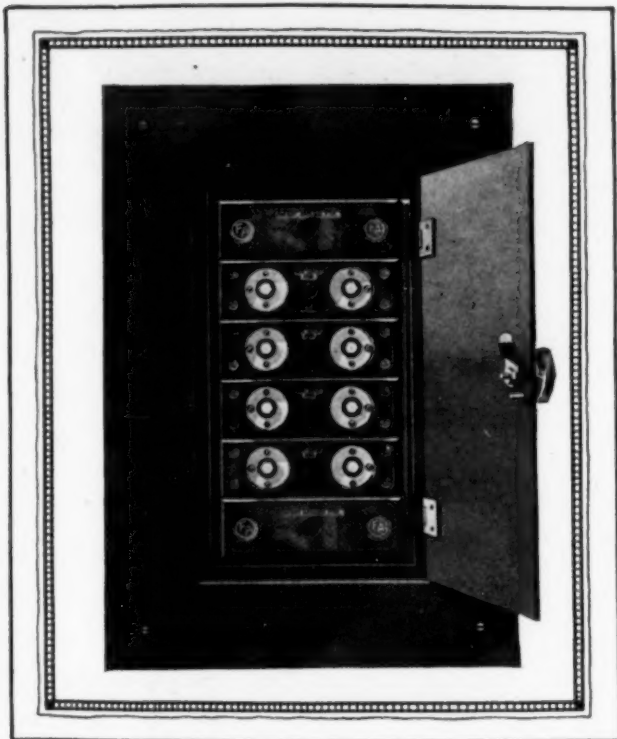
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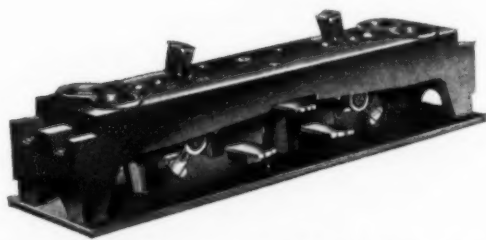
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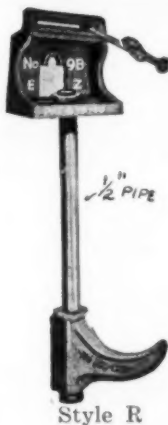
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metal shield



Cleanliness everywhere!
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Style R

Every school in Minneapolis and St. Paul built in the last four years is equipped with E-Z Radiator Hangers.

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	W. H. Johnson & Son Company, Indianapolis, Indiana.

PERSONAL NEWS OF SCHOOL OFFICIALS

—Supt. W. A. McIntosh of Amarillo, Tex., has been reelected for a two-year term, at a salary of \$4,200. Mr. McIntosh has been at the head of the local school system since June, 1922.

—Vidalia, Ga. The Vidalia Board of Education met recently and reelected Prof. W. L. Downs, superintendent of Vidalia's school system.

—Lagrange, Ga. The resignation of A. H. Thompson, chairman of the board of education of LaGrange Public Schools, was tendered to the mayor and council by him.

—Forsyth, Ga. Mrs. Thomas H. Phinazee has been elected superintendent of Forsyth Public Schools to succeed Professor J. T. Henry. She is wife of the county school superintendent.

—Americus, Ga. J. E. Mathis was elected superintendent of city schools by the board of education at a recent meeting. Prof. Mathis has been connected with the schools for the past 19 years.

—Fairfield, Ala. B. B. Baker, newly elected superintendent of the public schools of this city, has taken up his duties. Prof. F. D. Graves, who retired from the position, has not announced his plans.

—Supt. F. A. Balyeat of Hobart, Okla., is completing his eighth year at Hobart. The first four years were spent as high school principal.

—Camden, Ala. Prof. O. C. Weaver, superintendent of county schools, tendered his resignation to the board. W. J. Jones, of Oak Hill, Ala. was elected to succeed him.

—Nashville, Tenn. F. L. Browning, of Trenton, Tenn., was chosen president of the Tennessee Teachers' Association. Other officers

elected at the close of the convention here were J. L. Brewer, of Benton, vice-president; J. C. Mitchell, of Murfreesboro, vice president; Mrs. R. H. Green, of Covington, vice-president and P. L. Harned, of Nashville, secretary-treasurer.

—Tallahassee, Fla. C. R. M. Sheppard tendered his resignation as superintendent of public instruction for Colusa county to the governor and George W. Marks, of Deland, was appointed his successor. Prof. Sheppard has been head of the county public school system for 11 years and he is former president of the Florida Education Association.

—Supt. B. R. Showalter of Berlin, Conn., has been reelected for a sixth consecutive term.

—Supt. J. R. Barton of Sapulpa, Okla., has been reelected for a three-year term. Supt. Barton holds a degree from Teachers College, Columbia University.

—Supt. J. W. Ireland of Frankfort, Ky., has been elected president of the Kentucky Educational Association.

—Supt. C. E. Ackley of Ashland, Ky., has been reelected for a two-year term, at a salary of \$5,000.

—Mr. B. W. Hartley, assistant superintendent of schools at Louisville, Ky., has been appointed to succeed Z. E. Scott on the State Textbook Commission of Kentucky.

—Supt. J. O. Hall of Pawhuska, Okla., has been reelected for a three-year term, at a salary of \$5,000 for the first year, \$5,500 for the second year, and \$6,000 for the third year.

—Supt. E. J. Woodward of Burkburnett, Tex., has been reelected for the next year.

—Supt. R. H. Brister of Taylor, Tex., has been reelected for a two-year term.

—Mr. J. B. Derr, head of the science department in the high school at Perkaskie, Pa., has been elected supervising principal of the schools. Mr. L. H. Wagenhorst, who formerly held this position, has resigned to enter upon a special course at Teachers College, Columbia University.

—Supt. M. S. Hamm of Roseburg, Ore., has been reelected for a two-year term, at an increased salary. For six years previous to accepting his present position in the west, Mr.

Hamm was in charge of several school systems in Illinois.

—Teachers College, Columbia University, has announced the following changes in title among the faculty of Education: Frank M. McMurry from professor of elementary education to professor of education; Paul Monroe from professor of the history of education to professor of education; George D. Strayer from professor of educational administration to professor of education; Edward L. Thorndike from professor of educational psychology to professor of education. Mr. Edward S. Evenden and Mr. Henry C. Pearson have been promoted from associate professors to professors of education in the College.

—Supt. Llewellyn Notley of Teague, Tex., has been reelected for another year.

—Teachers College, Columbia University, New York City, has announced a number of promotions in the faculty of the College. Miss Anna M. Colley has been promoted from associate professor to professor of household arts education; Miss May B. Van Arsdale from associate professor to professor of household arts; Miss Cora M. Winchell from assistant professor to professor of household arts education; Mr. Charles J. Martin from assistant professor to associate professor of fine arts.

—Supt. F. A. Ramsey of Madill, Okla., has been reelected for a fifth term.

—Supt. P. W. Kerr has been reelected head of the schools at La Follette, Tenn., for a ninth term.

—Prin. B. R. Terhune of the Jefferson Grammar School, Trenton, N. J., has been elected supervising principal of schools at North Plainfield, N. J., at a salary of \$4,500.

—Mr. Willard E. Givens, formerly principal of the Kamahameha School for Boys at Honolulu, H. I., has been appointed State Superintendent of Public Instruction of the Islands to succeed Vaughn MacCaughy. The position carries a salary of \$5,700.

Mr. John W. Casto has been reelected as superintendent of the East Moline Township High School, at Moline, Ill.

"The Steel Heart of Plaster"



Stops Fire—Prevents Cracks

Sixty Reported Dead in School House Fire

DETAILS of the awful Camden, S. C., holocaust are not, at the time of going to press, available, but this tragedy again emphasizes the nation-wide need for safe school construction.

Schoolhouses even in small communities can at MODERATE COST be made adequately fire-safe for pupils and teachers through proper design and the use of fire-resisting materials, such as KNO-BURN Metal Lath.

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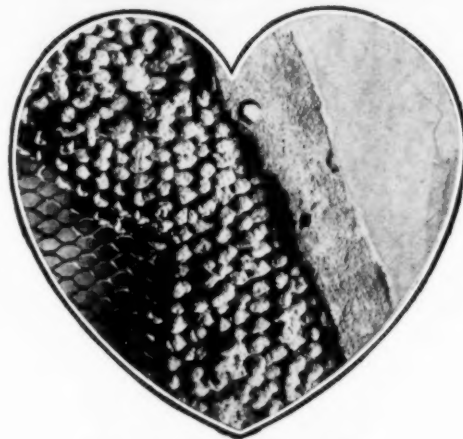
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The steel mesh covered with gypsum plaster, makes each wall and ceiling an effective barrier to any conflagration that may start.

The fire, confined to one section of the structure, gives ample time for the escape of the occupants and the fire department to get in its good work, at minimum loss.

Interesting information of this most economical form of fire-resistive construction gladly sent to school architects, teachers, members of school boards, etc.

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METAL LATH



"The Steel Heart of Plaster"
An Aid to Safe Construction.

NORTH WESTERN
EXPANDED METAL CO.
1214 Old Colony Building CHICAGO

—Mr. C. G. Gentry of Clinton, Tenn., has been elected superintendent of schools at Lenoir City for the year 1923-24.

—Dr. F. D. McClusky, of the bureau of educational research at the University of Illinois, Urbana, has begun an investigation of the subject of visual education with the cooperation of Mr. W. H. Hays, special commissioner of the motion picture producers. Mr. Hays recently gave the National Education Association \$5,000 for research work in visual education and \$3,800 of that sum has been allowed for the present study.

Dr. McClusky plans to visit the centers where films and slides are made and study the problems connected with the work.

—Supt. M. R. Hammond of Arlington, O., has been reelected for the next year.

—Supt. W. H. Fasold of Albia, Ia., has been reelected for the next year.

—Mr. Jesse H. Mason of Chillicothe, O., has been elected superintendent of schools at Marion, at a salary of \$5,000.

—Mr. H. B. Robertson of Fort Lauderdale, Fla., has been elected superintendent of schools at Cartersville, Ga. Mr. Robertson succeeds L. C. Evans who declined the office for the next year.

—Mr. A. A. Calder of Ann Arbor, Mich., has been elected superintendent of schools at Hartford, to succeed M. L. Fear resigned.

—Supt. G. W. Henderson of Edmonds, Wash., has been reelected for the next two years, at a salary of \$3,500.

—Supt. D. E. Wiedman of Bellingham, Wash., has been reelected at a salary of \$4,000 per year.

—Mr. Paul M. Vincent has been elected superintendent of schools at Stevens Point, Wis., to succeed H. C. Snyder.

—Supt. John N. Crocker of Cape Girardeau, Mo., has been reelected for his eleventh year.

—Supt. Charles Banks has been reelected at Kirksville, Mo.

—Supt. Charles F. Dienst of Boise, Ida., has been reelected for the year 1923-24.

—Mr. James F. Cavanaugh of Berlin, Wis., has been elected superintendent of schools at Kaukauna, to succeed L. G. Schussman.

—Supt. H. S. Chase of Bellevue, Mich., has been reelected for another year.

—Richard G. Boone, former professor at the University of California, and at one time superintendent of schools at Cincinnati, O., died on April 9th, at Berkeley, Calif., after a long illness.

—Mr. Stephen E. Smith has been elected superintendent of schools at Scappoose, Ore.

—Supt. C. M. Bardwell, of the east side schools, Aurora, Ill., has been reelected at an increased salary.

—Mr. Frederick E. Clerk has resigned the superintendency of the Handley Foundation Schools at Winchester, Va., to accept a position in the suburbs of Chicago. Mr. Clerk came to the Winchester schools four years ago from Cleveland, where he was assistant city superintendent.

—Mr. Alfred S. Martin of Norristown, Pa., has been elected supervisor of schools at Hadonfield, N. J.

—Supt. H. E. Waits of Ludington, Mich., has been reelected for the next year at a salary of \$4,000.

—Supt. Charles H. Detling of Covington, O., has been reelected for a three-year term.

—Supt. Sebastian Lake of Sac City, Ia., has been reelected for the next year at a salary of \$2,700.

—Mr. O. E. Smith has been elected superintendent of schools at Indianola, Ia., for his 21st term. Mr. Smith is completing a continuous service of twenty years as superintendent.

—Supt. W. M. Oakerson of Jefferson City, Mo., has been reelected for another year.

—Mr. Heywood J. Coffield, for 37 years superintendent of schools at Edwardsville, Ill., and a resident of Springfield for the last few years, died April 9th at the Springfield Hospital, at the age of 60.

—Supt. J. C. Waller of Hopkinsville, Ky., has been reelected at an increased salary for the next year.

—Supt. A. W. Moore of Oelwein, Ia., has been reelected for the next two years.

—Mr. Forest Moore has been elected superintendent of schools at LaPorte, Ia., for the next three years.

—Mr. J. D. Meyers of Harrington, Wash., has been elected superintendent of schools at Hill-yard.

—Supt. H. L. Belisle of Fall River, Mass., has been reelected at a salary of \$6,000.

—Mr. H. D. Taylor of Terrill, Ia., has been elected superintendent of schools at Garner for the next year.

—Supt. N. M. Wherry of Holton, Kans., has been reelected at an increased salary. Supt. Wherry is entering upon his fifth year at Holton, having completed two years in the junior high school before he became superintendent.

—Supt. J. O. Hall of Pawhuska, Okla., has been reelected for a three-year term, at a salary of \$5,000 for the first year, \$5,500 for the second year, and \$6,000 for the third year. Supt. Hall is completing his first year at Pawhuska.

—Supt. Emil Estenson of Velva, N. D., has been reelected at a substantial increase in salary.

—Supt. C. E. Ackley of Ashland, Ky., has been reelected for a two-year term, at a salary of \$5,000 a year.

—Supt. Fred Bruner of Bonne Terre, Mo., has been reelected, at an increased salary of \$3,000.

—Supt. George L. Letts of Plano, Ill., has been reelected for another year, at a salary of \$3,600.

—Supt. C. S. McVay of New Philadelphia, O., has been reelected for a two-year term, at a salary of \$3,800 and \$4,000 respectively.

—Supt. George H. Webber of Beaufort, S. C., has been reelected for a two-year term.

—Gray, Ga. Prof. O. H. Hamrick was reelected as superintendent of schools for another year.

—Winder, Ga. Prof. J. P. Cash, eight years superintendent public schools, has tendered his resignation to go to Canton, Ga., as superintendent.

—Louisville, Ga. Prof. James H. Park, of Dahlona, Ga., was named superintendent of public schools to succeed Prof. J. H. Sanford.

—Supt. C. A. Krout and Prin. H. H. Frazier have worked together in their respective positions at Tiffin, O., for the past 23 years. During this time the high school has increased from 199 to 678 students. The size of the city has increased from 11,000 to 15,000 persons.

—Supt. S. L. Woodward of Morristown, Tenn., has been reelected for the next year.

(Concluded on Page 114)



Hamilton Street School, Harrison, N. J.
Jos. W. Baker, Architect.

Conservation of fuel is the most important work of the American people. The problem of fuel saving is solved by the Board of Education of Harrison, N. J., by the use of the Peerless Unit System of Heating and Ventilating in the Hamilton Street School, Harrison, N. J.

Pure air and proper temperature conditions are prime essentials to student health and efficiency. The Peerless Unit System of Ventilating and Heating stands clearly alone as the means of meeting these requirements. The volume, temperature and condition of the pure, fresh air, cleansed of dust and healthfully humidified, positively supplied to each room, is made exactly right for that room independent of every other room and distributed thoroughly throughout the room without drafts.

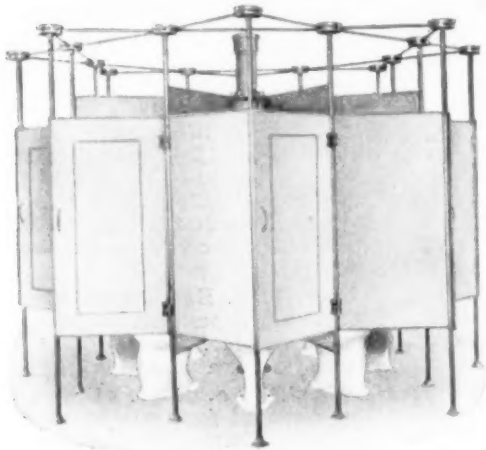
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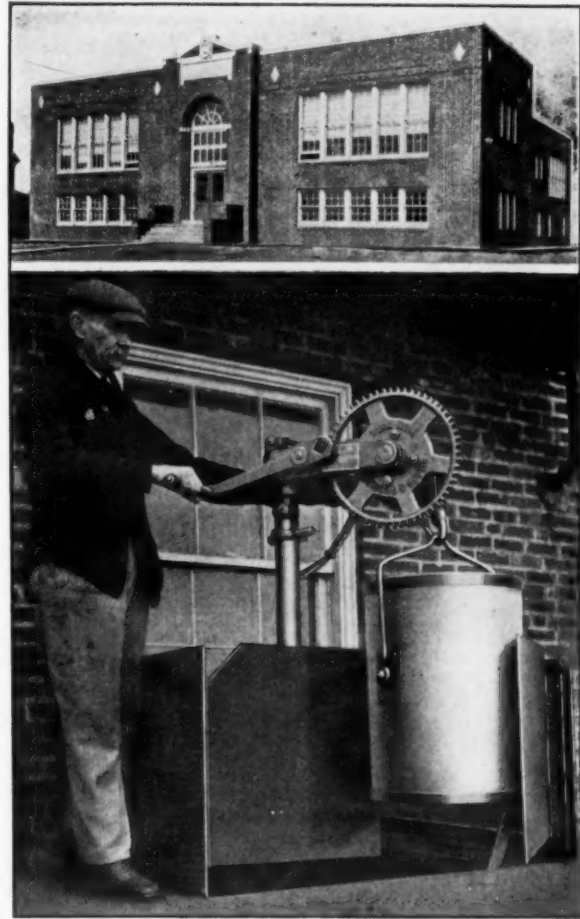
8 Water Closets in small space.
Stands out free from Walls.
Does not intercept Light or Air.
Can be installed in Half the Space, in Half the Time,
and at Half the Cost of others.
The large Octopus One Piece Drainage Fitting, not
shown, is included with each Combination.
Hundreds in use.

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with Automatic Gear Shifting Brake
Device and Silencer




Wilson Hygienic Wardrobes with disappearing doors, in St. Paul's school, Providence, R. I. A. J. Murphy, Arch. Note ventilating grilles in doors.



The same type wardrobe with rolling fronts. Note that they are always under the teacher's eye. These particular wardrobes are built in convenient recess in wall.

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MANY newly built schools have entirely omitted separate cloakrooms and depend solely on Wilson Hygienic Wardrobes. Others have abandoned their out of sight, poorly ventilated cloakrooms and now use our Hygienic Wardrobes, because of the space saved. All of them appreciate the

advantage of a wardrobe under the teacher's eye. One perfectly ventilated and sanitary, and that can be enlarged when necessary.

If one of you would like to talk Wardrobes, one of us would like to talk with you. Or we'd gladly send you a catalogue.

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(Concluded from Page 112)

—Dr. M. L. Brittain, former state superintendent of Georgia, has been elected president of the Georgia school of technology.

—J. I. Allman has been reelected superintendent of the Hartwell, Georgia, schools.

—J. P. Cash has resigned the superintendency of Winder, Georgia, to accept at a higher salary the superintendency of the Canton, Georgia, schools.

—R. B. Wilson was reelected superintendent of the Hillsboro, Mo., schools.

—J. H. Jarvis has resigned the superintendency of the Jarvis City, Tenn., schools and will be succeeded by Curtis Gentry.

—W. C. Cobb has been reelected superintendent of the Brainerd, Minn. schools. A local newspaper, the Dispatch, commends as follows: "Under the conscientious superintendency of Mr. Cobb the school system will be second to none in the state when proper facilities are provided."

—A. Edson Hall, who served as inspector of school buildings and grounds for the New York state department for the past 28 years, has resigned. He plans to spend his time at his home in Granville, N. Y.

"No mere pedagogue, living in a realm above the affairs of everyday life, can fill the role of superintendent of schools in America," says the editor of School Life. "Your modern superintendent must do his full share of deep thinking on occasion, but, besides being a well-trained scholar, he must be a man of affairs, capable of administering important property interests, and an acknowledged leader of men."

The suggestion made by Superintendent H. C. Weber of Nashville, Tenn., that summer vacations be abolished was not accepted kindly by the editor of the Fall River, Mass. Globe who says: "We took educators quite seriously with their fads and fancies for quite a long time, but there is promise of a war right in their own ranks with more than one of their number declaring brazenly that we are getting too little of the fundamentals we should have for the children. Whether or not they prove their case against fads and fancies, it is going to give a lot of men and women the courage to stand out against a lot of further innovations they would like to frown upon, and the sugges-

tion to abolish summer vacations, if the matter is ever seriously considered, will make a good starting point. Wiping out the summer vacation and sentencing children to practically a year round attendance may strike some Southern educators as being perfectly all right, but we venture to say the plan will never be earnestly advocated here in the North."

—Supt. Neal M. Wherry of Holton, Kans., has been reelected at an increase in salary. Mr. Wherry will complete his fifth year at Holton next year.

—Mr. Herbert M. Carter, of Boise, Ida., has been elected superintendent of schools at Weiser, Ida., for the next year.

—Supt. E. W. Howey of Defiance, O., has been reelected for a three-year term.

—J. P. Cash of Winder, Ga., has been elected superintendent of schools at Canton.

—Mr. Wm. F. Smith has been elected superintendent of schools at Elwood, Ind., to succeed A. W. Konold.

—Mr. David J. Malcolm of Hinsdale, Mass., has resigned to become assistant professor of rural education at Aberdeen College, Aberdeen, S. D. Mr. Malcolm is a specialist in rural education and is known as the rural school leader of Massachusetts. He is the author of articles on rural school administration and is the originator of the Blazo-Malcolm drill and home work charts for evening schools.

—Mr. Edgar Jones has been elected superintendent of schools at Monticello, Ill.

—Mr. E. F. Lee of Williston, N. D., has been elected superintendent of schools at Alexander.

—Supt. Carroll R. Reed, of Akron, O., has been reelected for a five-year term, at a salary of \$9,000 per annum.

—Supt. S. R. Logan of Hardin, Mont., has been reelected for the next three years.

—E. S. McCormick of Aumsville, Ore., has been elected superintendent of schools at Silvertown.

—Mr. I. L. Williamson, superintendent of the Tintic school district of Utah, has been elected state supervisor of high schools and director of vocational education.

—Mr. G. D. Jenkins of Olemah, Okla., has been reelected for the next year.

—Mr. W. T. Wait has been elected superintendent of schools at South Bend, Wash. Mr. Wait succeeds George W. Murphy, resigned.

—Mr. J. M. Munson, of Mt. Pleasant, Mich., has been appointed president of the State Normal School at Marquette, Mich. Mr. Munson succeeds James H. Kaye, who will remain on the faculty of the school as professor of education.

—Supt. H. C. Dieterich, of Ashtabula, O., has been reelected for a four-year term. Mr. Dieterich has completed a service of fifteen years in Ashtabula, four years as principal of the high school and eleven as superintendent. In this period, the school population has grown from 2,400 to 4,200 and the high school enrollment has increased from 260 to 900 students. Three new buildings have been erected during this time, including a high school, a junior high school and one combined grade and junior high school.

—Mr. B. F. Holscher of Arcola, Ill., has accepted the superintendency at Casey for the next year. Mr. Holscher has completed four years of service at Arcola.

—Supt. B. S. Moyle of Maquoketa, Ia., has been reelected for the next year.

—Supt. Charles V. McAlpine of Marseilles, Ill., has been reelected for the coming year.

—Supt. Clarence O. Lehman of Berne, Ind., has been reelected for another two-year term.

—Mr. Clayton R. Coblentz of New Paris, O., has been elected superintendent of schools of Preble County, Eaton, O., succeeding W. S. Fogarty.

—Mr. C. W. Evans of Blue Mound, Ill., has been elected assistant superintendent of schools at Decatur.

Supt. J. J. Vogelsang of Gilman City, Mo., has been reelected for another year.

—Mr. O. W. Thomas of Jasper, Mo., has been elected superintendent of schools at Eldorado Springs.

—Mr. J. M. McDonald of Maryville, Mo., has been elected superintendent of schools at Kemmerer, Wyo., at a salary of \$4,000.

—Mr. V. C. Ramseyer of Sheffield, Ill., has resigned to enter upon a law course at the University of Chicago.

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Malnutrition is in many cases the reason for poor scholarship. Educators everywhere are realizing the important part that the School Cafeteria plays in building strong bodies that are essential to alert minds. Send for our School Cafeteria Book Y93.

MAKING quality always the prime consideration in the manufacture of School Cafeteria Equipment is one of the reasons for the enviable reputation held by Albert Pick & Company's products everywhere. It was this quality that caused the Board of Education of Dubuque, Iowa, to specify "Master-Made" Equipment for the cafeterias of each of the three new schools, the Senior High School, the Washington Junior High School, and the Jefferson Junior High School, that are just being completed.



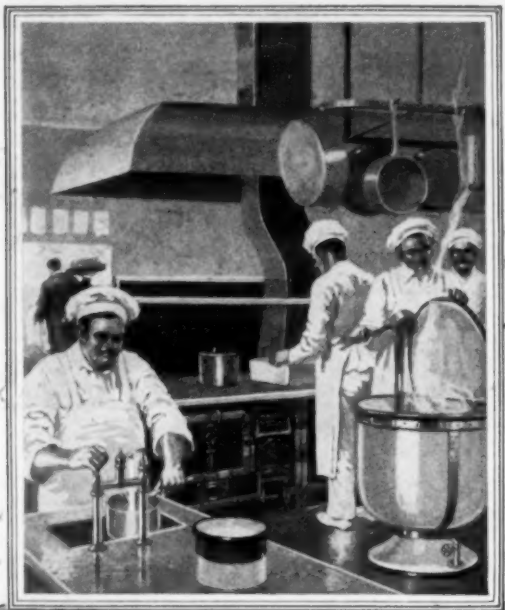
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All the skill and experience of Leader engineers is at your service to solve your particular water problem.

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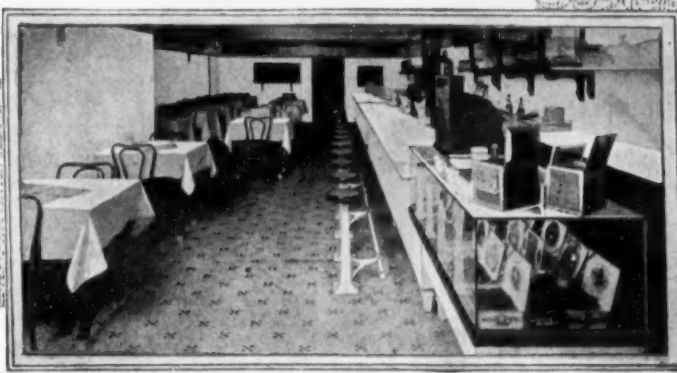
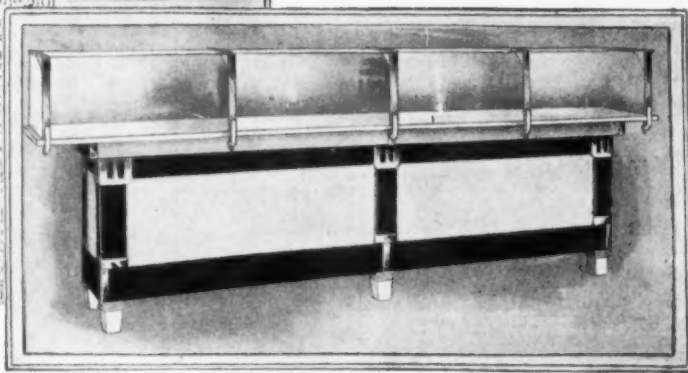
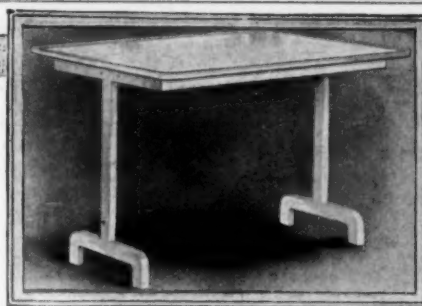
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THE CHIEF SCHOOL EXECUTIVE.

"The plan of centralizing responsibility on a chief executive officer follows the precedent set by successful business organizations in America." So says Jerome H. Bentley, superintendent of the Duluth, Minn., schools in his annual report.

"The reason for making the superintendent the chief executive officer lies in the fact that the educational program of the schools is the central feature of the work of the board of education and its other activities in the erection of buildings and their maintenance and the purchase and distribution of supplies, while important and necessary, are carried on only to make more efficient the instruction of the children.

"In a properly balanced school budget, 70 per cent or more of all expenditure should go for the purely instructional side and only about 30 per cent for all other activities. This makes the superintendent the logical choice for the chief executive of the board in order that all activities will be properly co-ordinated to the main purpose of instruction and that all receive their proper proportion of financial support."

PONTIAC SALARY SCHEDULE.

—Pontiac, Mich. The school board has adopted a salary schedule composed of two parts, a salary section and an increment section. The salary section provides fixed salaries for the elementary group (kindergarten to six grades, inclusive); junior high school (seventh to eighth grades); senior high and junior college.

The following schedules have been adopted for grade and high school teachers:

Grade teachers—No experience, \$1200; first year, \$1300; second year, \$1400; third year, \$1500; fourth year, \$1550; fifth year, \$1600; sixth year, \$1650; seventh year, \$1700; eighth year, \$1750; ninth year, \$1800.

High School teachers (women)—No experience, \$1500; first year, \$1600; second year, \$1700; third year, \$1800; fourth year, \$1900; fifth year, \$1950; sixth year, \$2000; seventh year, \$2050; eighth year, \$2100; ninth year, \$2150; tenth year, \$2200. For men teachers, the maximum salary is \$2800.

In addition to the regular salary, several special increments are allowed to teachers on certain conditions. There are five such increments as follows:

1. **An increment for length of service.** Teachers who have completed ten years of service in the schools receive an additional fifty dollars per year. At the end of fifteen years of service this is increased to \$100, and at the end of twenty years to \$150 a year.

2. **An increment for attendance upon summer school or college.** Teachers who attend an approved summer school for six or eight weeks, and earn new and cumulative credits are entitled to an increment of \$100.

3. **Increment for combined travel and study.** This section allows an increment for a combined travel-and-study program, in special cases where an intimate relation is demonstrated between the travel program and the actual work of the teacher in the classroom. Permission for securing the benefit of this privilege, the amount of increment, and the terms of payment, in each case are to be passed upon by the teachers' committee and the superintendent.

DENVER'S SINGLE SALARY STANDARD.

Denver, Colorado, claims the distinction of being the first large city in the United States to adopt the single standard of salaries for teachers. It provides for the following minimum and maximum compensation:

Minimum training (normal school graduation or equivalent—high school plus two years)—Minimum, \$1,200; maximum, \$2,040.

Minimum training plus one year (high school plus three years)—Minimum, \$1,200; maximum, \$2,280.

Minimum training plus two years (high school plus four years); for teachers with four years of professional training not organized so as to obtain a degree from a standard college or university—Minimum, \$1,200; maximum, \$2,520.

A. B. degree from standard college or university—Minimum, \$1,350; maximum, \$2,880.

A. M. degree—Minimum, \$1,350; maximum, \$3,080.

Teachers who began their service subsequent to Sept. 4, 1917, and who have less than the minimum requirement as to preparation—Maximum, \$1,800.

Results Are Satisfactory.

Jesse H. Newlon, superintendent of schools, speaking of the single standard, said that in the two years the schedule had been in effect "has produced two revolutionary results," which he names as follows:

"1. It has contributed in a remarkable way to the improvement of the morale of the teaching force. Denver teachers again feel that they are treated fairly by the public; that by efficient service they may expect to attain better salaries, and that the teachers who have invested the most in their professional training are appreciated. The elementary school teachers especially feel that they are being treated justly.

"2. A large majority of the 1,500 teachers have in the last two years, in extension courses and summer schools, pursued studies that have better fitted them for their duties. The result of this study has been increasingly apparent in the interest, enthusiasm and efficiency with which the teachers have done their work."

The salary schedule also provides for a yearly increase. A provision is made also that teachers of long and faithful service may attain reasonable maximums by doing some professional study. This refers to those who never had the opportunity of preparing themselves for meeting the advance in professional requirements.

More Male Teachers Wanted.

"I believe that at least one-half of our teachers for grades above the sixth should be men. Not effeminate males who would perish out in the practical work of the world, but upstanding, broadminded, intelligent, courageous, human, personalities, able and ready to play the part of a real man inside the school and out."

So says W. M. Liston in the Kansas Teacher. He argues: "If teaching is to become professionalized and if the schools are to acceptably execute their responsibility more men must be attracted to the profession. The effeminization of the profession has gone on at an alarming rate during the last thirty or forty years. Less than twenty per cent of our teachers are now men. A large percentage of these are in executive positions which give them little or no opportunity for classroom contact with the pupils."

Ten Reasons WHY You Should Specify CONTINENTAL School Scales



Convenient Size The proportions have been carefully worked out to avoid cumbersome handling and also to facilitate its operation from a sitting position. No stooping, straining or bending. Saves energy and time.

Measuring Rod Telescope construction with self-locking device—a necessary safeguard against tampering hands of children. Touches highest point of head without troublesome manipulation, regardless of where child stands on platform—adapted to handle a large number of pupils in the shortest possible time with the least effort.

Ounce Graduations The graduations of the Continental are fine enough to enable exacting use for infant welfare work and are of sufficient capacity to take in large school children without the use of loose weights. By using only one weight the capacity can be increased to 240 pounds, which is more than sufficient for ordinary weighing.

Agate Beam Bearings and Red Bronze Beams These bearings insure greater accuracy, smooth and efficient operation and dependable wearing qualities. Red Bronze Beams outlive several scales of the inferior brass construction. Will stay straight—this is important.

Finish The Continental has a fine satin finish and the measuring rod, beam and poises are highly nicked and are easily kept in new and handsome appearance.

Lever Construction Patented Improved Prevents mechanism in base from becoming disarranged when the scale is moved.

No Loose Weights Weighing capacity is shown on the beam, eliminating the use of troublesome loose weights.

Scale Level Indicator Scales should stand level to function properly (many school floors are uneven). Without this device you would not know whether your scale is level. With a Continental you know.

Weight Table You will appreciate this convenient, sanitary weight table. Permanently attached to the scale in a finely finished metal frame. Clean with a damp cloth.

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NEW BEDFORD CODE OF ETHICS.

—The local teachers' association of New Bedford, Mass., has adopted a sweeping code of ethics covering practically all relations having a bearing upon the professional life of teachers. It defines a number of lines of conduct which are declared to be unprofessional. The code is as follows:

1. Character,—

We believe it is of the highest importance that each member of the profession shall achieve in himself a character full of inspiration to children and parents alike. We believe that a teacher should strive to be absolutely honest in every detail of life, to be just and generous, to be free from selfishness and jealousy, and stand for what is best in the community.

2. Professional Preparation,—

We believe that adequate preparation in scholarship and in professional training is necessary that we may invigorate life through knowledge and make constant progressive adjustments to changing needs.

3. Attitude,—

(a) We believe in loyal co-operation, mutual support and deferential treatment in all professional and business relations, both with respect to our superiors and to each other, and in frank discussion in cases of disagreement.

(b) We believe that both appreciation and frank constructive criticism should be given honestly and kindly, and should be welcomed as a stimulus to better work.

(c) We believe that the teacher's attitude toward the pupil should be sympathetic and that the child's individuality should be respected. We should endeavor to know the lives of the pupils outside the school, and thus better understand them, that we may more effectively guide and help them.

(d) We believe that enthusiasm in discussing our work should never degenerate into mere shop talk.

(e) We believe that it is unprofessional and, to use the influence of politics concerning the school, the teacher or the pupils, or to make public or give the press any information that should come from other sources.

4. Commercialism,—

We believe that a teacher's attitude should be altruistic, never simply commercial. Profession-

al obligation puts public service first and personal gain second.

5. Positions,—

We believe:

(a) That the only recognized bases for appointment to any position should be moral and educational worth, and fine personality.

(b) That it is unprofessional to attempt by any means to secure a position that has not been declared vacant.

(c) That it is unprofessional for any teacher, in order to obtain a personal end to use the influence of politicians, textbook or supply houses, or any other agencies not calculated to render unbiased or expert judgment.

6. Organization,—

We believe that organization of teachers should take only such action as will reflect honor and credit upon the profession, that they should affiliate with other professional organizations State and National. Teachers either as individuals or as members of an organization should always realize their responsibility to the whole body.

Regulations Governing the Use of School Buildings.

—The school board of Lynn, Mass., has adopted a set of regulations governing the use of school buildings and including certain definite fees to be paid in advance for the use of any part of the buildings. The new rate scale is intended to eliminate under and over charging and the necessity of snap judgment in determining the cost for heating, lighting and janitor service in connection with the use of the buildings.

The charges adopted by the board are as follows:

High schools: Assembly hall or gymnasium—Morning or afternoon, October to May, \$1; May to October, 75c; janitor, \$2*. Evening, October to May, \$2.50; May to October, \$1.50; janitor, \$4; each additional room, October to May, 25c; May to October, 25c; janitor, 25c.

Grammar schools: Assembly hall—Afternoon, October to May, \$1; May to October, 50c; janitor, \$1.50; evening, October to May, \$2; May to October, \$1; janitor, \$2.

Class or lecture room—Afternoon to 5 p. m. October to May, 50c; janitor, \$1.

High school gymnasium, October to May, \$1.50; May to October, \$1; janitor, \$4.

If refreshments are served, \$2 extra; use of showers, \$1 extra.

For occupancy continuing longer than two hours an additional charge of \$1 per hour or fractional portion thereof will be made for the building and \$1 for the janitor service.

*No charge unless extra janitor service is required.

NEWS OF SCHOOL OFFICIALS.

—Stamford, Tex. Mr. W. E. Baker has been elected president, and Mr. W. S. Holland, secretary of the school board.

—The school board at Hearne, Tex., has reorganized with the election of Mrs. Florence B. Allen as president and Mr. A. C. Lambert as secretary. Three new members were elected at the reorganization meeting.

—Dr. D. L. Frazee has been elected president of the school board at Carthage, Ill.

—Dr. F. D. Lydick, head of the school board at Paris, Ill., died on April 1st following a sudden attack of heart trouble. Dr. Lydick was serving his second term as president of the board.

—Mr. Lewis Powell has been reelected president of the school board at Kenosha, Wis.

—Mr. John N. Southgate has been reelected as business manager of the west side school district at Saginaw, Mich.

—Mr. G. A. Strassburger has been elected president of the school board at Sheboygan, Wis.

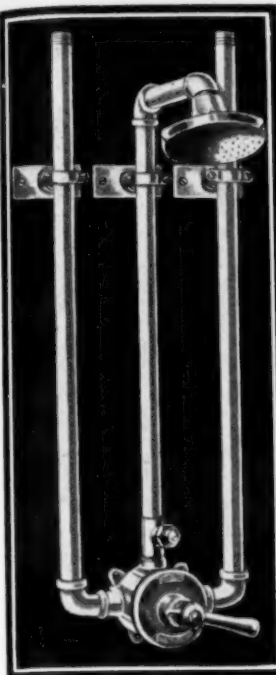
—Miss Anna Long has been reappointed as secretary of the board at East Moline, Ill.

—Mr. Henry Johnson has been elected president of the school board at Silvis, Ill. Mr. Johnson is a former member with several terms of service to his credit. Mr. J. H. Richards, the retiring president, has been elected as police magistrate of the town.

—Mr. Wm. B. Ittner, St. Louis, Mo., has been made consulting architect at Bridgeport, Conn., and at Dayton, O.

—Mr. A. J. Laidlow of Whitehall, N. Y., has been elected superintendent of schools at Ogdensburg, to succeed F. C. Byrn.

—Mr. P. D. Pointer has been made principal of the Central Junior High School, at South Bend, Ind., to succeed Mr. J. A. Byers.



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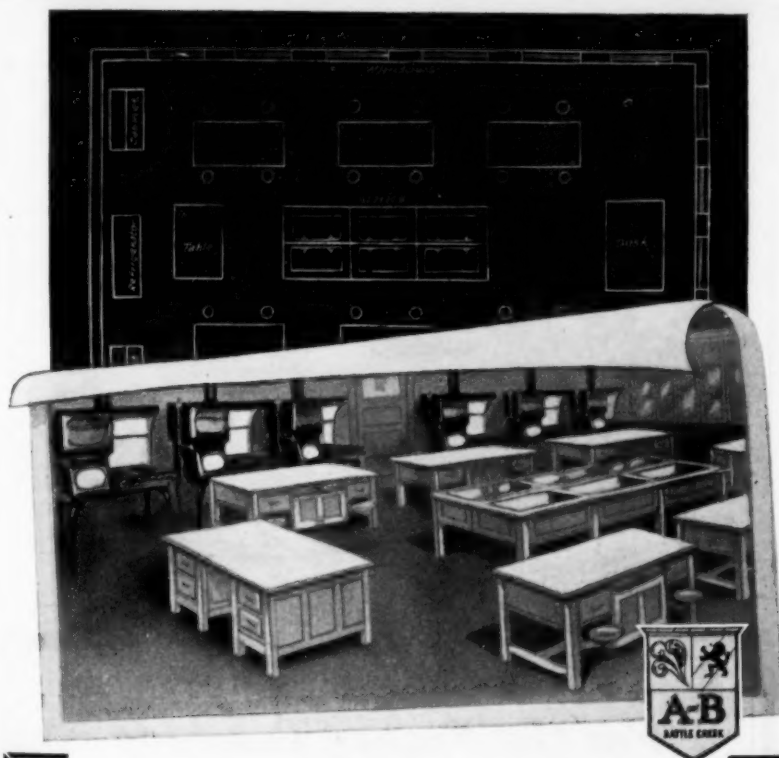
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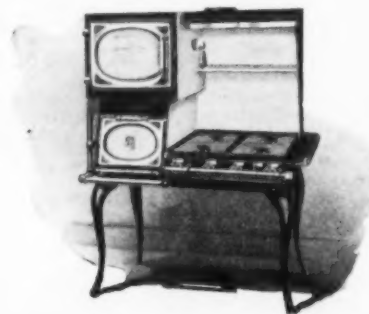
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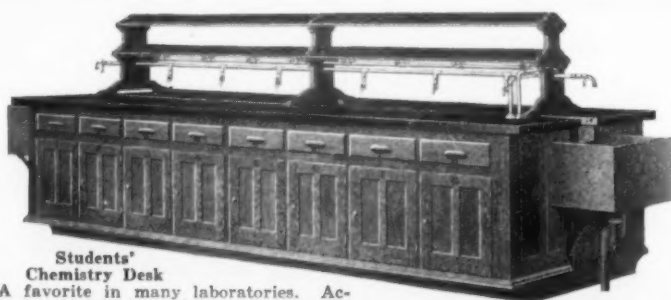
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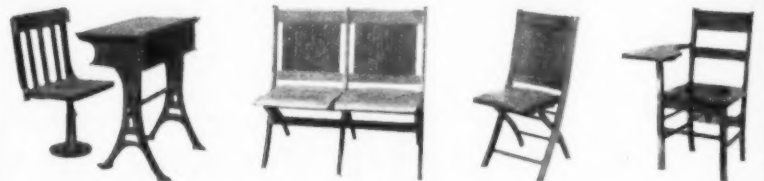
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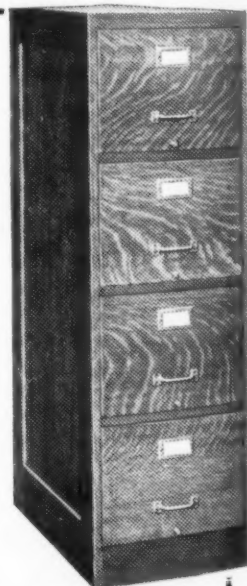


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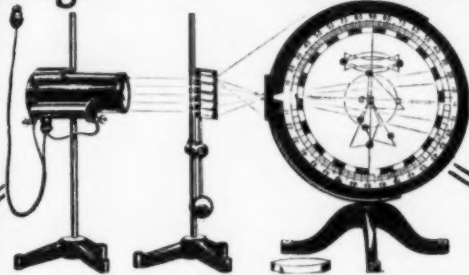
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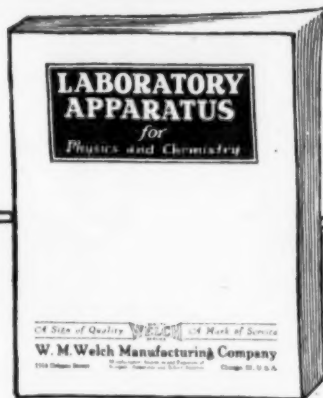
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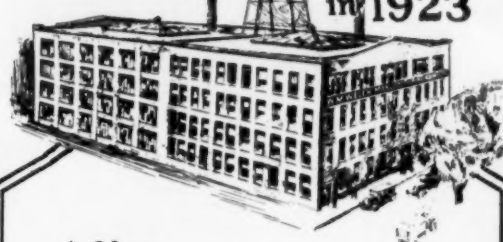
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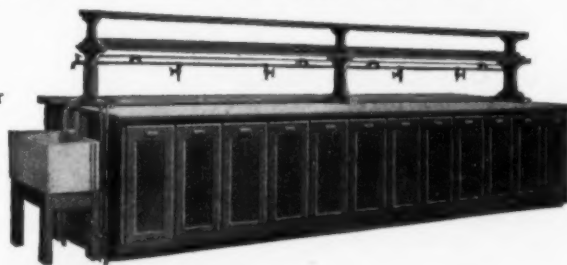
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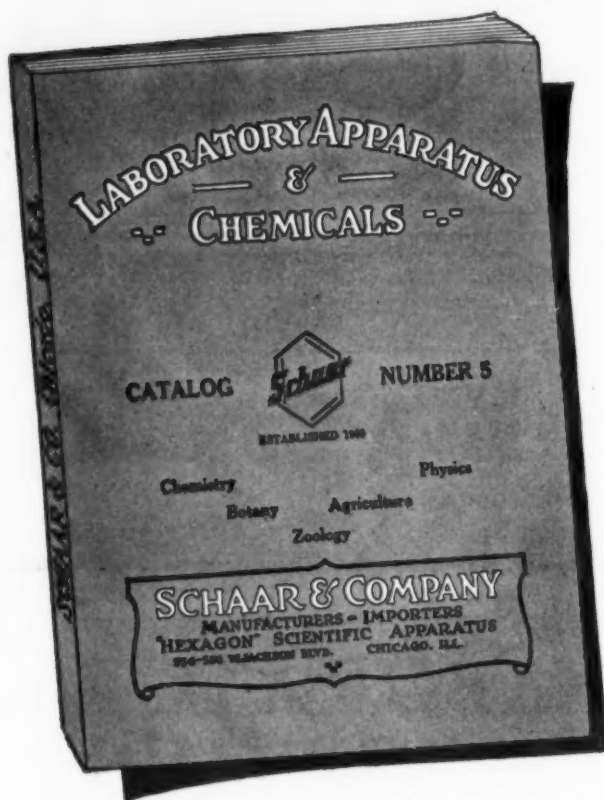
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RULES AND REGULATIONS.

(Continued from Page 34)

17. **Care of Equipment, Apparatus, and Books.** Teachers are required to exercise reasonable supervision over the furniture, equipment and apparatus of their rooms and over the textbooks of their pupils. Textbooks should be inspected from time to time to prevent defacement or destruction, and damage done to furniture, equipment, etc., should be reported to the superintendent the same day, or as soon as possible.

18. **Aiding the Janitor.** Teachers are required to aid the janitor in so far as it is in their power, by keeping their rooms neat and clean and by enforcing all orders concerning the use of waste paper, pencil shavings, etc. Pupils should not be allowed to tear sheets of paper into bits and drop these on the floor or allow them to remain where they are likely to be scattered. A good rule is to require that every pupil keep all bits of paper and other scatterings picked up around his seat. In the assembly room and recitation rooms of the high school each teacher should see to it that pupils during her assembly-room period or recitation period do not leave the floor, desk, or blackboard in an untidy condition for the next teacher.

19. **Requisitions for Supplies and Books.** All requisitions for supplies and books needed by the principal, supervisors, or teachers shall be inspected and countersigned by the superintendent.

20. **Discipline.** Teachers are required to be discreet and judicious in all matters of discipline, avoiding haste and prejudice, but firmly insisting on good order. Special attention should be given to the habits, morals, and manners of pupils. Every teacher should learn how to control and discipline her room. Whenever she is obliged to call on outside help she confesses her inability to manage her pupils. Some pupils will keenly realize this and will resort to further violations in order to punish the teacher. Teachers should know or learn how to reason with young people. They should know or learn to realize that the best disciplinarians are those who govern themselves well, and secure good order by gentle influence.

21. **Punishment.** Some form of punishment is, and probably always will be, necessary, and

no phase of the teacher's work demands more careful deliberation, tact, and good judgment than the infliction of punishment. Corporal punishment should always be avoided except in extreme cases. It is advocated less and less by thoughtful and experienced teachers, and it is quite safe to say that the teacher who administers corporal punishment most frequently is the poorest and weakest disciplinarian. All cases requiring severe punishment, or cases that are doubtful should be referred to the superintendent for his decision.

The use of ridicule, sarcasm, and irony, is also wrong. It indicates a wrong spirit on the part of the teacher and is likely to develop a wrong attitude on the part of the pupil. Likewise it is unjust, as well as cowardly, to reduce a pupil's grades in his regular academic work because of his deportment. Scholarship marks are intended to be, and as far as possible should be, reliable records of a pupil's knowledge of certain subject-matter. When these records are changed as a matter of punishment they cease to be such.

Truancy should be punished by requiring the pupil to make up all lost time and work. If this does not stop the offence additional time and work should be required.

22. **Assembly Room Charts.** All high-school teachers having charge of the assembly room are required to make a chart showing the names and places of pupils in each of their assembly-room periods and to check on attendance each period.

23. **Pupils Leaving the Room.** Teachers should not allow pupils to leave the room too often or unnecessarily. Unless the teacher is careful and tactful in preventing this some pupils will continually and habitually ask to leave the room simply to take a walk or wander about. Pupils who repeatedly leave the room more than a reasonable number of times per day, or more than a reasonable number of minutes per day should be required to make up all time lost, and more if they continue to abuse the privilege. In case of sickness or ailments teachers should insist on a note from the parents. In the high school each pupil leaving the room may be required to fill out a slip or blank showing his name, the time of leaving, and the time of returning. These slips may be put on a spindle

or hook on the desk of the assembly-room teacher when the pupil returns. They may then be looked over by the principal or some other teacher in the evening. It may be necessary to require this only from time to time in order to prevent pupils from leaving the room too often or remaining away too long.

24. **Remaining for Commencement Exercises.** High-school teachers are expected to remain in the city until the commencement exercises are over. To leave before this time is likely to create doubt as to their loyalty to the school and their interest in the class.

25. **Reporting Absence from Duty.** Whenever sickness or other justifiable reasons prevent a teacher from remaining at her work during the day, or when it seems doubtful that she can be on duty the following day, she should report the matter to the superintendent as soon as possible so that a substitute teacher may be employed. Whenever possible under such circumstances the regular teacher should make a complete outline of the work to be done by the substitute teacher.

26. **Teachers' Meetings.** It shall be the duty of the teachers to attend all teachers' meetings called by the superintendent and present such reports of their work as he may deem necessary. No excuse, other than one that would justify absence from a regular session of school, shall be accepted for absence from the teachers' meetings.

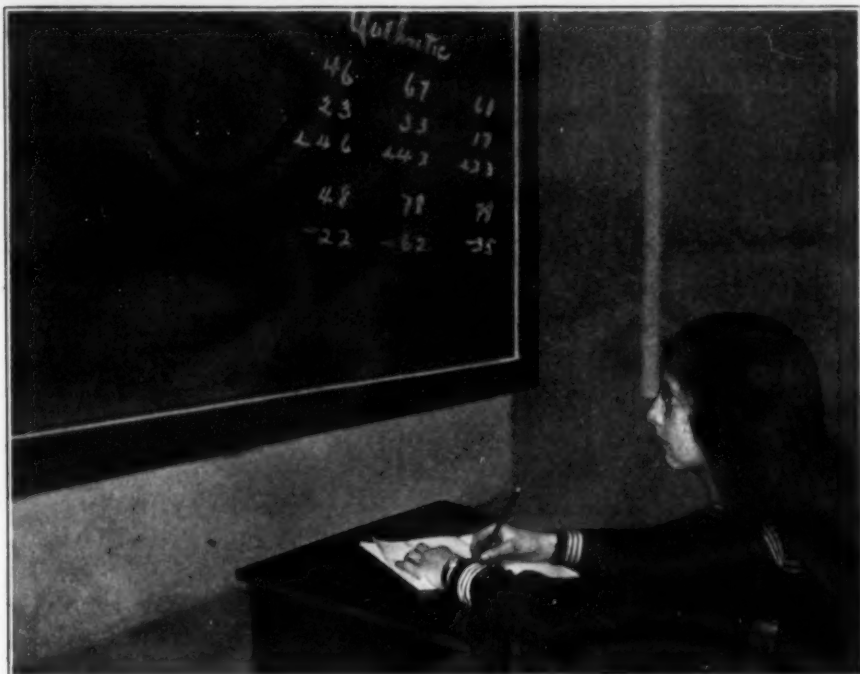
27. **Reading Rules and Regulations.** Teachers shall from time to time read in their respective rooms such rules and regulations for pupils as are likely to be violated or disregarded. They shall see that pupils are acquainted with all rules and regulations of the school.

28. **Example.** Teachers should never forget that their daily life, their speech, pleasures, and companions are under the closest scrutiny, and that if they wish to have their pupils profit by their example, they should be careful as to what that example is.

Rules for Pupils.

1. **Physical Condition.** Pupils should keep themselves in good physical condition by eating and sleeping regularly and by taking plenty of exercise.

2. **Neatness and Cleanliness.** All pupils should be neat and clean in person and cloth-



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ing, bathing frequently, keeping their teeth and nails clean, and their clothing neat and clean. There is no excuse for an unclean body or dirty clothing. High-school girls should dress modestly and not try to make themselves conspicuous by extreme styles or a display of face powder and rouge.

3. **Contagious Diseases.** Pupils affected with any contagious or infectious disease, or coming from a home where such a disease is known to exist, shall be excluded from school and shall not be permitted to re-enter until they are able to bring a certificate from a physician, stating that it is safe to re-admit them.

4. **General Conduct.** Pupils are expected at all times to be respectful to their teachers, punctual in attendance, industrious in school work, and obedient to rules and regulations.

5. **Obedying Instructions.** Pupils are required to obey instructions of all teachers in charge of their respective rooms, and of teachers and janitor in charge of corridors, basement, and playground.

6. **Books and Supplies.** Pupils are required to provide themselves with all books and supplies necessary for the grade to which they are assigned, unless these are furnished by the school.

7. **Regular Attendance and Home Study.** Regular attendance and some home study are essential to successful school work. The amount of home study will depend to a large extent upon the individual pupil. Nothing should be permitted to interfere with the home study necessary for satisfactory progress in school.

8. **Absence and Tardiness.** Sickness of pupil, or in family, or other unavoidable causes making attendance impossible or extremely inconvenient, shall be regarded as the only legitimate causes for absence or tardiness. Repeated absence or tardiness shall not be tolerated excepting for reasons accepted by the teacher and superintendent.

9. **Written Excuses.** In case of absence or tardiness, or dismissal before the close of school, pupils are required to bring excuses written by parents or guardians. The excuse should state definitely when and why the pupil was obliged to be absent, and should be signed by the parent or guardian. Excuses should be presented at the first session after the absence. A personal excuse by parents or guardian will take the

place of a written excuse and is generally preferable.

10. **Congregating on Playground in Morning.** Pupils are not allowed to congregate on the school grounds or in front of the outside doors before the ringing of the first bell in the morning.

11. **Removing Rubbers and Cleaning Shoes.** In rainy weather pupils are required to remove their rubbers or to clean their shoes carefully before entering the building.

12. **Throwing Snowballs and Missiles.** Pupils are forbidden to throw snowballs, stones, and other missiles on or in the vicinity of the school grounds.

13. **Use of Tobacco, Profane and Obscene Language.** The use of tobacco, profane and obscene language are strictly forbidden.

14. **Conduct in Corridors, Cloak Rooms, and Toilet Rooms.** Pupils are required to go up and down stairs and through corridors quietly and without loitering. Congregating in corridors and halls, cloak rooms, and toilet rooms, loud talking, running, and scuffling in the building are forbidden. Pupils should understand that what one can do all can do, and that if all were to congregate, run, and scuffle in the building there could be no order.

15. **Injury to Property.** Any pupil who shall injure or deface any school building, equipment, or apparatus, accidentally or otherwise; or shall defile them by marks, pictures, or otherwise, shall make good such injury or defacement and shall be liable to punishment according to the nature of the offense. Pupils that will resort to such tricks lack good breeding and are disloyal to the school. They are not smart, clever, or funny, but are enemies to the school and should be shunned by all self-respecting boys and girls.

16. **Keeping Floors Clean.** Pupils should exercise care in keeping floors as clean as possible. All waste paper should be deposited in waste-paper baskets. Paper should not be torn into bits and placed in or on the desk where it is likely to fall on the floor. Each pupil should see to it that the floor around his desk is kept as clean as possible.

17. **Making Up Back Work.** Pupils who have been absent one or more days must make up the work missed as soon as possible. Any pupil who through irregularity of attendance or for

other causes fails to maintain his standing in the grade to which he belongs, may be reduced to a lower grade unless such work is made up and passed by a satisfactory examination before the beginning of the next school year.

18. **Absence from Reviews or Examinations.** Pupils who have been absent from reviews or examinations shall be required to take such reviews or examinations before receiving grades for the work or going forward with the class.

19. **Credits in Arrear.** High-school pupils who are more than two credits in arrear shall be classified with the grade below. At the beginning of the second half of the senior year a pupil must not be more than one credit in arrear, and must be carrying enough work satisfactorily to have thirty-two credits at the end of the year.

20. **Taking Books or School Property from Building.** No reference books or other school property should be taken from the room or school building without consent of the teacher or person in charge.

21. **Class Meetings and Parties.** Pupils are not permitted to hold class meetings or parties without permission from their teacher, faculty advisor, or sponsor.

22. **Four Subjects in High School.** High school pupils shall carry work in four regular subjects. Pupils with exceptional records may, however, with the consent of the superintendent and principal, carry extra work, and pupils with poor health or for other acceptable reasons may carry less than four regular subjects.

Suggestions to Parents.

1. **Duties and Responsibilities of Parents.** "The child is the greatest thing in the world and the education of the child is the greatest work in the world." The education of their children is the most sacred duty that develops upon parents during life. This duty cannot be delegated entirely to teachers. The school is an important factor in the education of the child, and the teacher has a great responsibility, but the duties and responsibilities of the parents are primary and must not be neglected if the child is to develop into moral, successful manhood and womanhood and a useful and intelligent citizen. Parents should seek to cooperate with school officials and teachers in all matters pertaining to the best interests of the schools.

(Concluded on Page 129)

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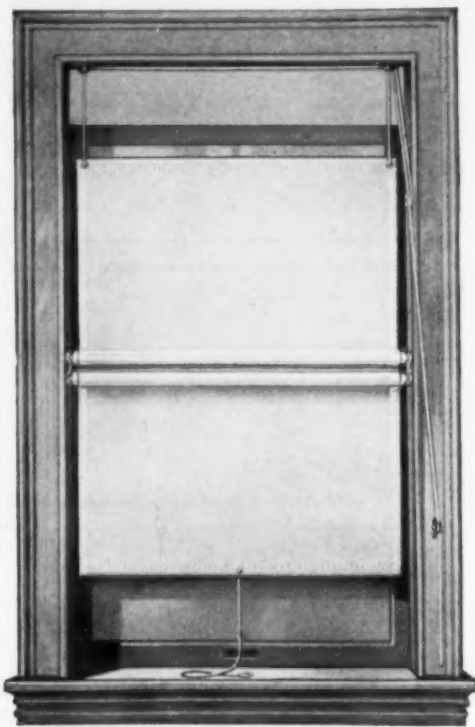
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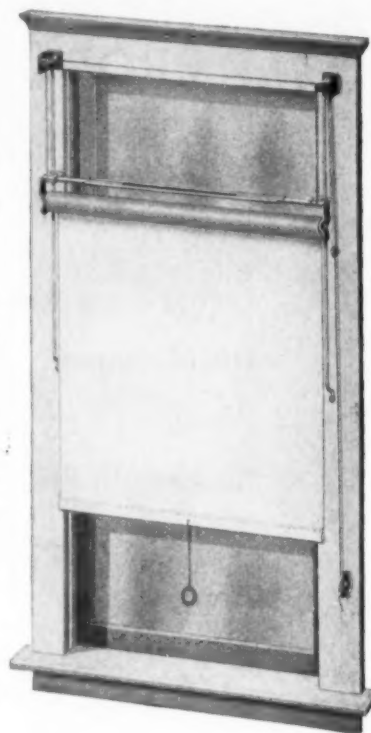
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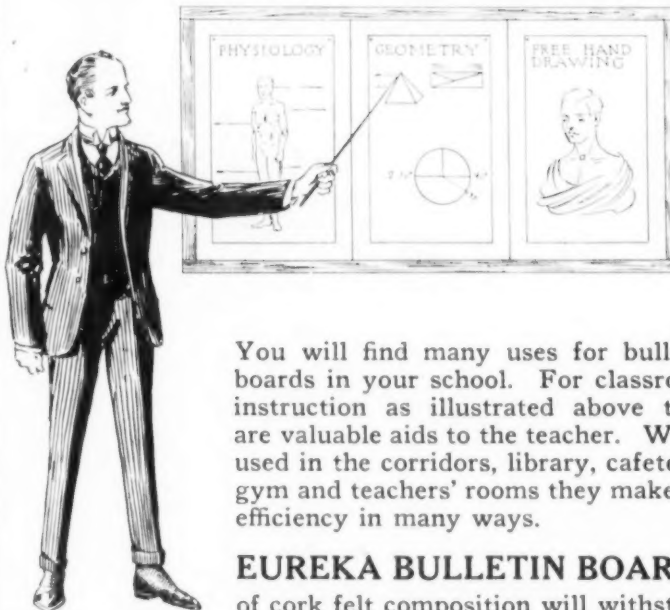
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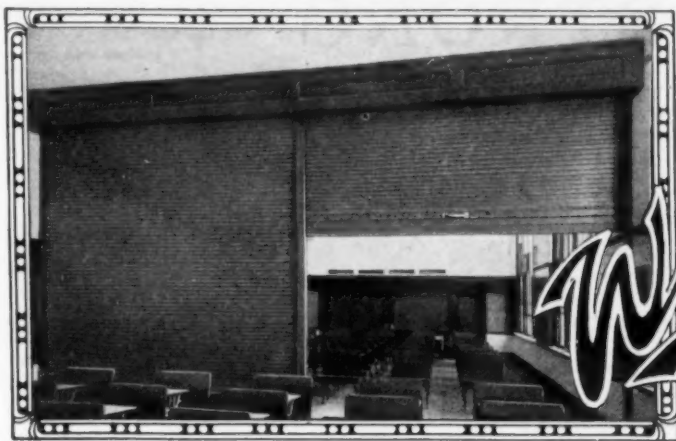
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(Continued from Page 126)

2. **Get Acquainted With the Teacher.** Get acquainted with the teachers of your children. Lend your influence and encouragement by visiting their classes occasionally and showing your appreciation of work well done.

3. **Insist on Regular Attendance.** Insist upon regular attendance and encourage your children to remain in school. Do not permit outside influences to distract their attention from school work or allow anything but illness to keep them out of school. Children who are required or allowed to remain out of school occasionally, or from time to time, usually get behind in their work, become discouraged, and quit before they have finished even the elementary grades.

4. **Home Study.** See to it that your child does whatever home study is necessary for satisfactory progress in school.

5. **Examinations and Report Cards.** Each semester is divided into three six-week periods. In all grades above the fourth examinations or tests are given at the end of the six-week periods, and final examinations are given at the end of each semester. In making up grades examinations count one-third. Report cards are sent to parents at the close of each six-week period. They are for the benefit of parents as well as for the pupils. Parents can do much to encourage pupils by showing an interest in these cards and by cooperating with teachers whenever the report cards show unsatisfactory work. It may be said that many pupils are interested in and concerned about their grade and report cards only to the extent that their parents are interested and concerned.

6. **Enrolling Beginners.** Beginning pupils should not be allowed to enter at any time during the school year, or before their fifth birthday occurs. Except in schools where semi-annual promotions are possible, a beginning class should be organized only at the first of the school year and pupils should not be allowed to enroll later than two weeks after the opening of school. In consolidated schools where beginners are obliged to remain at school as many hours as upper-grade pupils there is still more reason for not allowing them to enter school until after they are five years of age.

7. **Complaints.** Any parent or guardian who is dissatisfied or aggrieved for any cause which

is within the jurisdiction of the superintendent, or for which the superintendent should under ordinary circumstances be held responsible, should make application for redress to the superintendent. If he fails to get redress or satisfactory adjustment in this way he may make application to the board. Since it is the superintendent's business to see that all school work and activities are properly conducted and that all children are properly cared for, this is the logical and correct method of procedure.

8. **Adjusting Misunderstandings.** In visiting a teacher to adjust a misunderstanding, do so outside of regular school hours. Remember there are two sides to every question. When you have heard what your child has to say talk the matter over with the teacher before forming your opinion or judgment. The teacher has a difficult place to fill and, except in extreme cases, parents cannot afford to oppose her in maintaining order, or to criticize her work in the presence of children.

SOME BUSINESS ELEMENTS OF EDUCATIONAL ADMINISTRATION.

(Concluded from Page 36)

thought the budget too high and immediately lopped off \$175,000. To the surprise of the board the superintendent made no remonstrance but it was noted that he seemingly struck something from a sheet of paper which he held in his hand. Unable to contain his curiosity longer, the president of the board finally asked the superintendent if he was not going to try to prevent the decrease of \$175,000. Quickly and tersely came the answer: "No, gentlemen! You have not eliminated \$175,000 from next year's budget. You have abolished the night schools for next year." The consternation which immediately reigned supreme is easily imagined. The night school was reinstated.

Not for one instant would I imply that board members are universally in the "objective case" and of the "kickative-gender." In truth, members of boards of education are usually simply

desirous of doing what is best for the community and while at times, before the new wears off, certain individuals may feel too important, as a general rule, board members can be shown. When a board of education is of such a nature that it must be shown, a superintendent should be happy to accept the challenge and do the showing.

The effort has been made to present certain aspects of school administration in such a way that they may receive a new and more careful consideration than you heretofore have given them. The extent to which a school superintendent engages personally in any one task (whether one of those that have been mentioned or some other one) depends largely on the size of the school system of which he is head. The thing which I would like to emphasize is that frequently such mundane elements as seats, chalk, and paper exercise a potent influence over the amount of readin', writin', and 'rithmetic that children do.

Because of this fact it is sincerely and confidently hoped that superintendents will more and more

(1) Work for a more perfect form of school organization.

(2) Try to care for school property.

(3) Try to provide adequate and proper fuel, materials, and supplies.

(4) Make a scientific accounting of school moneys and (last but by no means least),

(5) Recognize that dollars and cents serve as means which are essential for the success of public education.

In a New York town a protest has come to the school board to the effect that children are being housed in shacks while the superintendent rides in a fine motor car. That school board is in trouble. It will either have to build more schoolhouses or provide motor cars for the children housed in shacks.

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BEAVER BLACKBOARD

TWO COLORS—BLACK AND GREEN

IOWA TEACHERS' SALARIES DURING TWO WARS.

(Concluded from Page 44)

ceive consideration is the point that rent is not included in the Department of Labor index. And, finally, cost of living statistics are not infallible.

According to figures published in the official organ of the United States Department of Labor, the *Monthly Labor Review*, May, 1920, was the high peak of cost of living in the last ten years. Since May, 1920, living costs are said to have rapidly declined. The writer was doubtful that there had been a marked decrease in expenses of Iowa teachers, hence he has sent out questionnaires for the last three years to find supplementary data on teachers' costs of living. In March, 1921 (ten months after the May, 1920, high peak of prices), replies from 55 Iowa towns showed a 13.4 per cent increase in cost of Iowa teachers' board and a 20.3 per cent increase in teachers' room rent. In February, 1922, replies from 90 Iowa towns showed a 3.8 per cent decrease in board over the previous year, but a 1.0 per cent increase in rent. In January, 1923, replies from 75 Iowa towns showed a two per cent decrease in board and a five per cent decrease in rent over 1922 figures. On the face of the questionnaire returns on these two items in the cost of living, Iowa teachers are still paying considerably higher for board and rent than they were at the war-time peak of living costs, yet according to the Department of Labor figures, the cost of living has dropped nearly 25 per cent since May, 1920.

Accepting the previously quoted data on cost of living, it would appear that teachers in Iowa during the past ten years have stood in a relatively strong financial position as compared with teachers of Civil War days, account being taken of the purchasing power of their salaries in the respective periods. But, on the face of

data secured from returns for three consecutive years from a questionnaire to determine what Iowa teachers are actually paying out for board and room rent, it appears that instead of a 25 per cent decrease in cost of living since May, 1920, Iowa teachers, in regard to the items of board and rent at least, are actually paying higher prices than at the time of the supposed war peak of prices.

A JANITOR'S CONTRACT.

(Continued from page 50)

a week or oftener if necessary. Side walls and ceilings should be dusted twice a year and oftener if necessary. Blackboards and erasers must be thoroughly cleaned once a week. This should be done so that they will be clean for Monday morning.

Scrubbing and Cleaning.

The janitor should thoroughly clean the floors of the domestic science rooms, halls, and stairs once a month; all recitation and school rooms, the office, the library, and the manual training room five times a year. In addition, the janitor shall, during the summer vacation, thoroughly cleanse the school building, including floors, wainscoting, furniture, fixtures and all finished woodwork. He shall put the building, grounds, and heating apparatus in first class condition. All hardwood floors shall be oiled twice a year. The floors shall be cleaned thoroughly before applying the oil. The janitor shall be constantly on the alert to see that sinks, faucets, drinking fountains, door knobs, and metal work are kept clean and polished; that marks on woodwork and furniture are removed promptly so that the whole building may present a neat and clean appearance at all times.

Windows shall be washed in April and in August on the outside. They shall be washed on the inside in August and each month that school is in session. All glass doors shall be cleaned each month.

Toilet Rooms.

All toilet rooms—seats, floors, and urinals—shall be thoroughly cleaned with hot water and soap or soap powder once a week. The walls, partitions, and doors shall be kept free from marks at all times.

Basement.

The janitor shall keep all parts of the basement clean and in order. He shall empty all garbage cans and all pails containing waste every day.

Drinking Fountains.

The janitor shall empty the water jars and fill them each morning on school days. He shall wash them twice a week or oftener if necessary.

Sinks.

The janitor shall keep all sinks and lavatories and everything around them clean. He shall wash them every morning on school days and shall empty and rinse all pails and jars containing waste daily. He shall wash all these pails and jars thoroughly once a week with hot water and some cleansing agent.

Waste Baskets.

The janitor shall empty all waste baskets in the building daily.

Temperature.

The janitor shall have the temperature of every room that is used for school purposes at not less than 65 degrees by 8:30 a. m. on each school day and shall maintain the temperature at approximately 68 degrees throughout the day till school is dismissed. He shall keep the heating equipment in proper adjustment and report any repairs necessary to the board or to the superintendent.

Yards and Sidewalks.

The janitor shall keep the sidewalks within and in front of the school grounds clean at all times. He shall keep the steps clean also and shall sprinkle them with sand or ashes when they are slippery. He shall dust the fiber mats at the doors each day. After a rain he shall dry them thoroughly. All paper, rubbish, stones, and weeds should be removed and the lawn should be kept mowed to give a neat appearance.

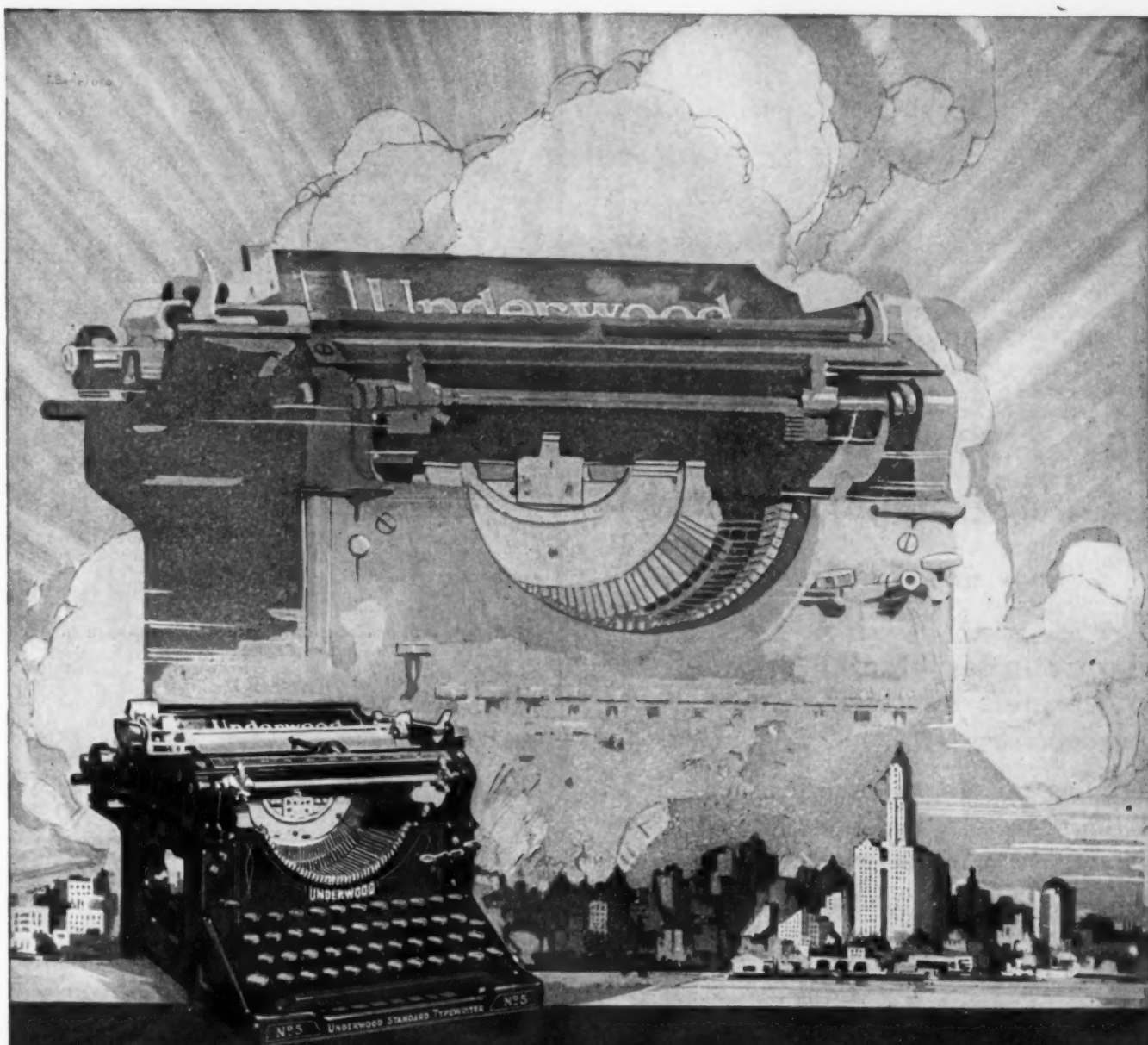
Morality.

The same rules of conduct that are required of the teacher shall be required of the janitor. The use of tobacco upon the school premises by any employee of the board is strictly forbidden.

Extra Services.

The schoolhouse should be a community center. It may be used for activities not connected with the school provided such activities are ap-

(Concluded on Page 133)



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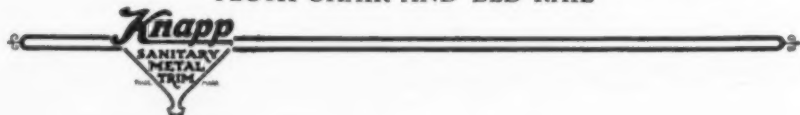
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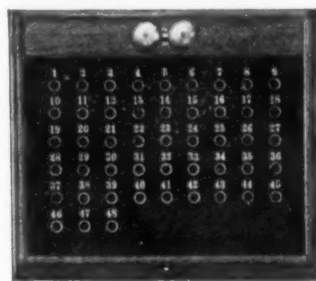
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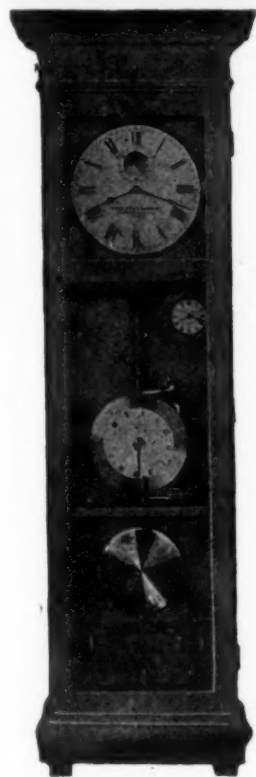


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(Concluded from Page 130)

proved by the board or by a committee appointed by the board. The janitor shall receive such extra compensation as he and the board may agree upon for attendance and service at such outside activities. It is understood that his attendance and services at all activities connected with the school are to be without extra compensation.

Supervision.

The work of the janitor is to be under the supervision of the superintendent and of the school board at all times. The superintendent shall give direction for the ringing of the bells and for any other part of the janitor's work that is not covered by these rules. It shall be the duty of the superintendent to see that these rules are enforced and to report any violation thereof to the school board.

In consideration of the said services, the said president of the board, in behalf of the Independent School District of Orchard, Mitchell County, Iowa, hereby agrees to pay the said the sum of dollars per month.

Either the board of directors or the janitor may terminate this contract by giving thirty days' notice.

IN TESTIMONY WHEREOF, we have hereunto subscribed our names this day of A. D. 19.....

President of the School Board.

Janitor.

A MONSTER SCHOOL FINANCE REPORT.

(Concluded from Page 52)

\$92.01; bond issue, \$33,746,267.77, and the balance from other sources, including state apportionment amounting to \$393,109.13.

The expenditures were as follows:

Sites and buildings.....	\$ 11,358,169.56
Repairs of plant and equipment.....	3,530,930.56
Operation of plant.....	4,964,847.23
Supplies and books.....	2,613,430.39
Cost of instruction.....	70,129,104.69
Educational administration.....	1,272,541.51
Business administration.....	1,565,191.69

Transportation of pupils, rents and pensions	437,146.77
Balance as of December 31, 1921	30,476,006.51

Total.....\$126,347,268.91

The administrative organization consists of forty-eight local school boards of five members each and a general board of education. The members of this last named body are George J. Ryan, president; Harry B. Chambers, vice-president; M. Samuel Stern; Arthur S. Somers; John A. Ferguson, M. D.; John E. Bowe; Mrs. Emma L. Murray. These as well as the district superintendents are also ex-officio members of the local school boards.

MEN IN THE PUBLIC SCHOOLS OF NEBRASKA.

(Concluded from Page 56)

sarily better teachers than women, but because it is desirable to introduce, in boy's classes at any rate, the influence of masculine personality."

The report of the Commissioner of Education (1914, Vol. I) states that there was in the junior high schools "considerably larger proportion of men—than is usually found in the seventh and eighth grades of the regular grammar grades." Reports of the U. S. Commissioner of Education afford data showing that in our elementary schools the percentage of men teachers has fallen from 42.8 per cent in 1880 to 13.4 per cent in 1918. If the trend continues the male teacher in the elementary schools will be extinct by 1930. Data show also that the men teachers even in the high schools are decreasing at an alarming rate.

Young men who possess initiative, energy, and proper leadership for the boys in our high schools are needed, and boards of education and superintendents should spare no effort to add a number to the faculty.

Extra-curricular activities are playing a more important role than ever before in our modern high schools. In these organizations we need young men as leaders for boys.

It would be as logical to have all women as members of our legislatures, our public offices, our congresses and supreme courts, as to have all women instructors in our public schools. The writer is not belittling the work and influence and need of the noble women who are daily shaping the lives and character of the girls in our high schools. They are needed and are doing a splendid work.

However, we do need to realize and bring to the attention of our boards of education everywhere the need for men in our public schools. The profession should not be feminized. If our salary schedules are too low to interest men, we should raise them so that we may attract more men into the most important of all professions.

—At Clinton, Mo., the high school follows the custom of having the junior class entertain the senior class early in the spring. In the past the entertainment usually consisted of a dance and card party. This form of entertainment had not been satisfactory from a social point of view and there had been complaints from the parents against this form of school entertainment.

This spring it was proposed that the juniors give a banquet for the seniors with after-dinner speeches, special music and group singing. The banquet was accordingly held and both juniors and seniors were delighted with the results. The present sophomore class has already declared that next year they will give a similar banquet to the class above them.

—At a Butte, Montana, citizens' meeting the school board was scored for dismissing the most experienced teachers and thus impairing the efficiency of the schools.

—Hurley, S. D. The school board has granted increases in salary to several teachers. The superintendent has been reelected on a twelve-month basis, with an increase of \$200.

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WHAT WE MAY LEARN FROM CALIFORNIA.

(Concluded from Page 58)

burdens, or educational opportunities as long as her schools depend for the greatest part of their support upon either school districts or upon counties. The state and the state alone must bring about such equalization. The first step in this process of equalization would be the abolition of the units most responsible for the perpetuation of financial and educational inequalities, namely, school districts. The evils resulting from the district system have been recognized since the middle of the nineteenth century by every student of school organization and school finance. California has progressed far beyond the great majority of our states in lessening these evils through her large utilization of the county as a unit of school revenue and through her insistence upon continually increasing subsidies from the state. Nevertheless, no complete cure is possible until the district system is abolished.

What proportion of the total school revenue ought the state to provide and what proportion ought to be furnished by the county? In view of the discussion which the writer of the present article has given to this topic elsewhere,³ it is unnecessary to enter upon a consideration of it here.

³F. H. Swift, "State Policies in Public School Finance"—Bureau of Education Bulletin, 1922, No. 6; see also "Studies in Public School Finance, the West, California and Colorado," pages 145-146.

CRITICISMS OF SCHOOL BOARDS.

(Concluded from Page 65)

essential, well fitted for the exigencies of his office.

The attitude which welcomes at all times well-meant, wholesome and constructive criticism usually disarms the mere fault finder. That policy which recognizes approved objectives and observes accepted methods is bound

to command the respect of a thoughtful and right-minded citizenship.

DULUTH'S NEW SALARY ADMINISTRATION PLAN.

(Concluded from Page 68)

(b) Only experience gained within five years immediately preceding the beginning of service in the Duluth schools will be recognized.

(c) In general, experience in private schools of less than college rank will not be recognized.

(d) Less than a continuous semester's work will not be recognized.

3. The Schedule.

Classes According to Professional Training	Class I	Class II	Class III	Class IV
	Completion of a two-year normal school course	Completion of a three-year normal school course	Completion of four years of college work Bachelor's Degree	Completion of five years of college work Master's Degree
Minimum	\$1000	\$1200	\$1400	\$1600
Increments	8 x \$100	9 x \$100	10 x \$125	(10 x \$125) (1 x \$150)
Maximum Previous Experience Credited	5 x \$100	5 x \$100	5 x \$125	5 x \$125
Maximum	\$1800	\$2100	\$2650	\$3000

Differentials. All teachers of special classes will receive \$100 per year above schedule.

Assistant Supervisors of art, music, and physical training will receive \$125 per year above schedule.

Heads and acting heads of departments employing the full time of more than three teachers in junior and senior high schools will receive \$100 per year above schedule.

4. The bachelor's degree implies a four-year course in an approved institution conferring the A. B., B. S., or Ph. B. degree. The master's degree implies an A. M. or an M. S. degree from an approved institution.

Persons who have successfully completed four or five years of college work in approved institutions but whose work is not so organized as to give them a bachelor's or master's degree may be placed in these two classes but shall not go beyond \$2400 annually in Class III or \$2750 in Class IV until the work is so organized as to give them the degrees required. No person shall be placed in Class IV who does not have a bachelor's degree.

5. Advancement to a Higher Class. When a teacher qualifies for a higher class he shall be transferred to that class on or before the opening of the next school year and shall re-

ceive in lieu of the regular annual increment the sum of \$200.00 in addition to the last annual salary received. This regulation shall not apply to changes in classification made and effective during the school year of 1923-24.

6. Annual Salary Increase. (a) Salary increases provided for by this schedule will be granted once only each year at the time of the issuance of the annual contract except in the case of a teacher who may have qualified for a higher classification during the summer vacation, in which case a new contract carrying the

proper salary shall be issued at the opening of school in September.

(b) Only those teachers will be entitled to the annual increase who were employed through the entire previous school year or who began work on or before October 1st of that year and were employed through the remainder of that school year. Those teachers who began their work between October 1st and March 1st and who were employed through the remainder of that school year may be given an increase of \$50 in classes I and II and \$75 in classes III and IV.

V. Professional Training of Teachers.

1. Elementary Schools. The minimum professional training required for appointment to a position in the elementary schools, including the kindergarten, is graduation from a standard two-year normal school course after graduation from a standard four-year high school. Two years of collegiate work will be considered equivalent to a standard two-year normal course only when it includes at least 15 semester hours of professional training in education and psychology.

2. Junior High Schools. The minimum professional training required for appointment to

(Continued from Page 137)

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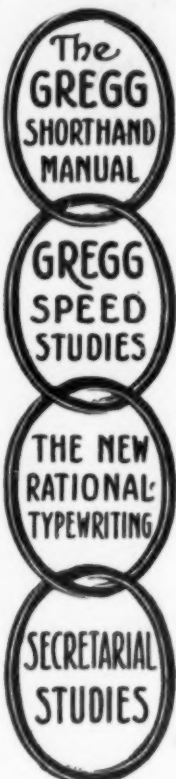
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(Continued from Page 134)

a position in the Junior High Schools is completion of collegiate work equivalent in all respects to the completion of a standard two-year normal course.

3. Senior High Schools. The minimum professional training required for appointment to a position in the Senior High Schools is graduation from an approved standard normal school, college or university conferring an A. B. degree which represents four years of collegiate training.

4. Graduates of standard colleges and universities employed subsequent to the adoption of this schedule must present the equivalent of fifteen semester hours of professional training. A college graduate may be employed who has had less than the required fifteen hours of professional training but such appointee may not receive more than two annual increases in salary until such deficiency is made up.

5. Teachers who are graduates of two-year normal school courses including fifteen hours of professional training will not be required to take additional professional training in completing the two remaining years of the collegiate course required for the bachelor's degree but such teachers will be expected to obtain their degrees in courses that will better prepare them for the work which they are doing in the schools.

(a) Teachers in the elementary school, kindergarten to grade six inclusive, should choose majors in the fields of English, history, sociology, economics, philosophy, psychology, or the languages.

(b) Teachers in the junior or senior high schools should choose majors in the subject matter of the departments in which they are teaching or expect to teach.

(c) Teachers preparing to teach special subjects such as art, music, home economics, manual training, and physical education should select as their major studies those courses which will give them increased proficiency in the subjects which they expect to teach. Teachers of these special subjects must have the required professional training.

6. A Master's degree will be recognized for salary increase under the following conditions.

(a) In the elementary school, kindergarten to grade 6 inclusive a master's degree must represent a major in education involving study

of the problems of the elementary school, and a minor selected from the fields named in 5-a.

(b) In the secondary schools a master's degree must represent special preparation for teaching the courses which he is giving in the schools. For new teachers employed subsequent to the adoption of this schedule such degree must represent a major or minor in education.

7. For the purpose of administering this schedule, approved colleges, universities and normal schools shall be interpreted to consist of those colleges, universities and normal schools accredited by the North Central Association of Colleges and Secondary Schools or any institution of collegiate grade whose credits will be accepted by the institutions belonging to the North Central Association, or who maintain the standards of the University of Minnesota.

VI. Application of Schedules to Special Groups of Teachers.

1. For those positions for which unusual training or special fitness is required or for which the available supply of trained instructors is very limited, teachers may be employed at a special minimum and in such classification as the Superintendent may recommend and the Board of Education approve.

2. The Educational Requirements for Teachers of Subjects in Commercial Departments.

Class I—High school, 4 years; college, normal school and business training school, 2 years.

Class II—High school, 4 years; college, normal school and business training school, 3 years.

Or High school, 4 years; college, normal school and business training school, 2 years; related business training, 2 years.

Class III—High school, 4 years; college, normal school and business training school with bachelor's degree, 4 years.

Or High school, 4 years; college, normal school and business training school, 3 years; related business experience, 4 years.

Class IV—High school, 4 years; college, normal school and business training school with bachelor's degree, 4 years; graduate work in education and commerce with master's degree, 1 year.

Or High school, 4 years; college, normal school and business training school with bachelor's degree, 4 years; related business experience, 4 years; education and commerce not counted toward bachelor's degree, 1 year.

3. The Educational Requirements of Teachers of Physical Education.

Class I—High school, 4 years; normal physical education course, 2 years.

Class II—High school, 4 years; normal physical education course, 2 years; college—at least, 1 year.

Class III—High school, 4 years; college—a bachelor's degree majoring in physical education, 4 years.

Class IV—High school, 4 years; college—a bachelor's degree majoring in physical education, master's degree, 1 or 2 years.

4. The Educational Requirements for School Nurses.

Class I—High school, 4 years; nurses' course and diploma (33 mos.), 3 years.

Class II—High school, 4 years; nurses' course and diploma (33 mos.), 3 years; college or university, 1 year.

Class III—High school, 4 years; nurses' course and diploma (33 mos.), 3 years; college or university, 2 years.

Class IV—High school, 4 years; nurses' course and diploma (33 mos.), 3 years. Standard bachelor's degree or its equivalent.

(a) In giving credit for experience, full credit will be allowed only for school nursing experience under satisfactory supervision. Two years of private nursing experience or public health work may be accepted in lieu of one year of teaching experience, but under no circumstances shall more than two years of teaching experience be credited on account of four years or more of private nursing experience or public health work.

(b) The provisions of this schedule as to amount of salary or annual increments do not apply to nurses. Salaries for nurses are governed by a special nurses' schedule.

5. The Educational Requirements for Teachers of Art.

Class I—High school, 4 years; technical work with required education, 2 years.

Class II—High school, 4 years; technical work with required education, 2 years; college, 1 year.

Class III—High school, 4 years; plus either (a) Technical work with required education, 2 years; college or university, 2 years; (b) bachelor's degree with major in art, 4 years.

Class IV—High school, 4 years; plus either

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6. The Educational Requirements for Teachers of Music.

Class I—High school, 4 years; college, normal or conservatory, 2 years.

Class II—High school, 4 years; college, normal or conservatory, including a two-year music supervisor's course, 3 years.

Class III—High school, 4 years; college, normal or conservatory with a bachelor's degree including a major in music, 4 years.

Class IV—High school, 4 years; college, normal or conservatory, 5 years.

This requirement may be met by (a) A. B. or Music Bachelor's degree plus one additional year of advanced study in music or the equivalent of one year's work; (b) master's degree with major in music.

7. The Educational Requirements for Teachers of Manual Training and Shop Work.

Class I—High school, 4 years; plus either (a) technical training, 2 years; (b) technical training, 1 year; practical trade experience, 2 years.

Class II—High school, 4 years; technical training, 2 years; practical trade experience, 2 years.

Class III—High school, 4 years; plus either (a) technical training with bachelor's degree, 4 years; (b) technical training, 2 years; practical trade experience, 5 years.

Class IV—High school, 4 years; technical training—master's degree, 5 years.

When necessary to secure a highly trained artisan to teach trade subjects, he may be paid at a rate approximately equal to the prevailing wage schedule of his trade. None of the provisions of the salary schedule as to preparation or increase in salary shall apply to teachers of this class.

VII. Application of Schedule to Teachers Who Were on the Staff of Regular Appointees on April 1, 1923.

1. Teachers with less than twenty years of experience immediately prior to August 31, 1923, and with the minimum professional training.

(a) Beginning with the school year 1923-24, the regular annual increments provided in the schedules will be allowed under the general regulations which apply to all teachers until the group maximum is reached, except as provided under section 4 below.

(b) To go beyond this maximum any teacher in this group must meet the requirements of the schedule for other groups.

2. Teachers with twenty or more years of experience immediately prior to August 31, 1923, and with the minimum professional training.

(a) Beginning with the school year 1923-24 the regular annual increments provided in the schedule will be allowed until the maximums outlined below are reached.

	Schedule Maximum	Maximum for this group	Semester Hours of Pro- fessional Study after June 15, 1923	Maximum with Credits
Class 1.....	\$1800	\$1900	12	\$2000
Class 2.....	2100	2200	12	2300

3. Teachers with five or more years of experience immediately prior to August 31, 1923, and with less than the minimum professional training.

(a) Beginning with the school year 1923-24 the regular annual increments provided in the schedule will be allowed until the maximum outlined below is reached.

	Maximum for this group	Semester Hours of Pro- fessional Study after June 15, 1923	Maximum with Credits
(1) 5-9 years experience	\$1700	Must conform to schedule to go beyond this maximum	
(2) 10-19 years experience	1800	12	\$1900
(3) 20 or more years experience	1800	12	2000

4. Beginning with the school year 1923-24, any teacher who is at present receiving more remuneration than this educational preparation and experience will provide on this schedule, shall receive an increase of \$25 until such time as his preparation and experience under the schedule shall warrant the regular scheduled increase.

VIII. Schedule for Elementary School Principals.

1. Professional Training.

(a) The minimum professional training required for appointment to a position as elementary school principal, Groups I, II, or III, after September 1, 1927, is graduation from an approved college or university. A principal taking the work for a Master's degree after appointment as principal should major in the field of educational administration.

(b) During the next four years, a teacher of unusual merit who does not have a Bachelor's degree may be appointed an acting principal pending the completion of the minimum requirements as to professional training, and the appointment will become permanent when this requirement is met and if his work as acting principal is satisfactory.

2. Classification of principalships.

(a) For the purpose of this schedule elementary schools are classified into three groups.

Group I — 8-14 teachers.

Group II — 15-24 teachers.

Group III—25 or more teachers.

3. Method and time of determining classification.

(a) All teachers who spend all of their teaching time in the school are to be counted for purposes of classification.

(b) Home Economics, Manual Training or special teachers of any kind who do not spend full time in the school teaching pupils who are regularly enrolled for all of their work in that school shall not be counted for purposes of classification.

(c) The number of positions represented in the school and recognized under the regulations stated above at the time of the regular annual appointment of principals will be used as the basis for classification.

(d) A principal transferred to a school in a higher group or whose school by the addition of full time teachers is transferred to a higher group will be placed on the minimum salary of the high group if he has not already attained that salary. No change in salary will be made, however, in case the principal has already attained the minimum salary for the new group.

(e) Where two or more schools are under the supervision of one principal they will be

(Continued on Page 141)

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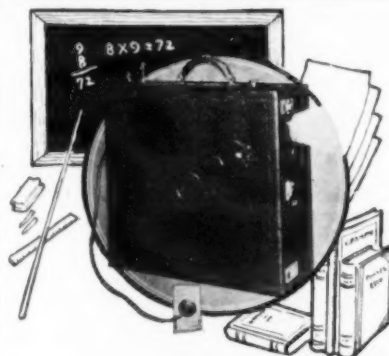
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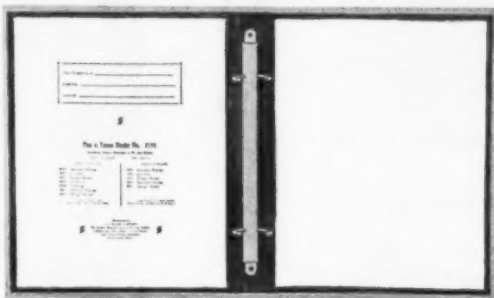
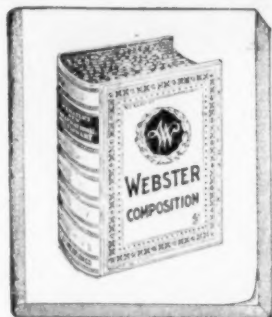
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(Continued from Page 138)

regarded as one school in determining the group to which the principal belongs.

(f) If a teacher is appointed principal of a school in Group I or Group II or III he shall receive in lieu of the regular annual increment the sum of \$200, in addition to the last salary he received as teacher. Changes in salary on account of such appointment shall be effective only at the beginning of a school year.

4. The Schedule.

Classes according to Professional Training		Class I 2 years	Class II 3 years	Class III Bachelor's Degree	Class IV Master's Degree
Minimum	Group I	\$1800	\$2000	\$2200	\$2400
	Group II	1900	2100	2300	2500
	Group III	2000	2200	2400	2600
Increments	Group I	5 x \$100	6 x \$100	7 x \$125	8 x \$125
	Group II	6 x \$100	7 x \$100	8 x \$125	9 x \$125
	Group III	7 x \$100	8 x \$100	9 x \$125	10 x \$125
Maximum	Group I	\$2300	\$2600	\$3075	\$3400
	Group II	2500	2800	3300	3575
	Group III	2700	3000	3525	3850

Differentials. All principals with less than eight teachers will be known as teaching principals and will receive \$125 per year above teachers' schedule.

When an elementary school principal qualifies for a higher class he shall be transferred to that class on or before the opening of the next school year, and shall receive in lieu of the regular increment the sum of \$200 in addition to the last annual salary received.

This regulation shall not apply to changes in classification made and effective during the school year 1923-24.

IX. Application of Schedule to Elementary School Principals Who Were on the Staff of Regular Appointees on April 1, 1923.

1. Elementary School Principals with less than twenty years of experience as teacher and principal immediately prior to August 31, 1923, and with minimum professional training.

(a) Beginning with the school year 1923-24 the regular annual increments provided in the schedules will be allowed under the general regulations which apply to all principals until the group maximum is reached, except as provided under section 4 below.

(b) To go beyond this maximum any elementary school principal in this group must

meet the requirements of the schedule for other groups.

2. Elementary School Principals with twenty or more years of experience as teacher and principal immediately prior to August 31, 1923, and with

(a) The minimum professional training (i. e. Class I). Beginning with the school year 1923-24 the regular annual increments provided in the schedule will be allowed until the maximum outlined below is reached.

	Schedule Maximum	Maximum for this group	Semester Hours of Professional Study after June 15, 1923	Maximum with Credits
Group 1	\$2300	\$2400	12	\$2500
Group 2	2500	2600	12	2700
Group 3	2700	2800	12	2900

(b) The minimum professional training plus one year (i. e. Class II). Beginning with the school year 1923-24 the regular annual increments provided in the schedule will be allowed until the maximum outlined below is reached.

	Schedule Maximum	Maximum for this group	Semester Hours of Professional Study after June 15, 1923	Maximum with Credits
Group 1	\$2600	\$2700	12	\$2800
Group 2	2800	2900	12	3000
Group 3	3000	3100	12	3200

3. Elementary School Principals with ten or more years of experience as teacher and principal immediately prior to August 31, 1923, and with less than the minimum professional training.

(a) Beginning with the school year 1923-24 the regular annual increments provided in the

schedule will be allowed until the maximum outlined below is reached.

			Semester Hours of Pro- fessional Study after June 15, 1923	Maximum with Credits
	Schedule Maximum	Maximum for this group		
Group I				
Experience				
10-19 years..		\$2300	12	\$2400
20 or more..		2300	12	2500
Group 2				
Experience				
10-19 years..		\$2500	12	\$2600
20 or more..		2500	12	2700
Group 3				
Experience				
10-19 years..		\$2700	12	\$2800
20 or more..		2700	12	2900

4. Beginning with the school year 1923-24, any elementary school principal who is at present receiving more remuneration than his educational preparation, experience and size of building would provide on this schedule shall receive an increase of \$25 until such time as his preparation, experience and size of building under the schedule shall warrant the regular scheduled increase.

X. Salaries of Directors of Special Departments and Head Supervisors.

1. Professional Training. The professional training required for directors of special departments and head supervisors shall be graduation from an approved college or university together with special preparation for the work of their department, and special aptitude for supervision.

2. The salaries of directors of special departments and head supervisors of special subjects shall be fixed by the Board of Education on recommendation of the Superintendent of Schools and shall not exceed \$3300 for those having a Bachelor's degree and \$3600 for those having a Master's degree.

3. The directors of special departments and head supervisors now on the staff shall be classified as to preparation into four classes on the same basis as provided in the teachers' and principal's schedules.

4. Their salaries shall be fixed by the Board of Education on recommendation of the Superintendent of Schools but shall not exceed the following maxima for the various classes:

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Cheerful, under the hard hand of adversity, is the Vul-Cot Waste-Basket. Anything no one else wants, it takes—uncomplainingly. The scrub-woman treats it like a step-child, the janitor gives it many a jolt.

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Class I —\$2700
Class II —\$3000
Class III—\$3300
Class IV —\$3600

XI. Salaries of Assistant Superintendents, Junior and Senior High School Principals.

1. Professional Training.

The professional training required for appointment as Assistant Superintendent or principal of a junior or senior high school is graduation from an approved college or university together with special preparation and aptitude for general or secondary school administration.

2. Salaries.

The salaries of Assistant Superintendents and principals of junior and senior high schools will be fixed by the Board of Education on recommendation of the Superintendent of Schools. The salaries of principals of senior and junior high schools shall not exceed \$4250 per year.

XII.

The adoption of this schedule shall not operate to reduce the salary now received by any member of the staff.

XIII.

Beginning with the school year of 1923-24, any teacher or principal or assistant supervisor who is at present receiving less remuneration than his educational preparation and experience will provide on this schedule shall receive \$50 per year in addition to the regular increase provided under the schedule until such time as his remuneration is equal to the remuneration which his training and experience will provide under the schedule.

XIV.

In estimating experience under this schedule each person shall be credited with the total number of years taught in the Duluth public schools and with such teaching experience as he may have had outside of the Duluth public schools in an amount not to exceed 5 years.

XV.

This salary schedule supersedes all other schedules and regulations heretofore made by the Board of Education inconsistent with the regulations contained herein and on adoption by the Board of Education of this schedule all other such schedules and regulations become null and void.

COMMERCE BODY STUDIES RURAL SCHOOLS.

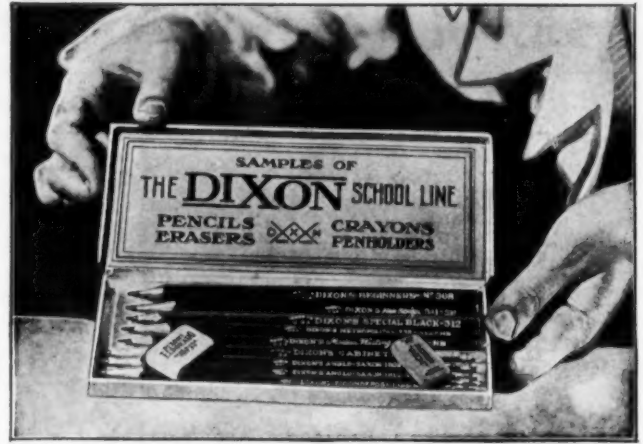
The civic development department of the Chamber of Commerce of the United States, under the direction of John Ihlder, has issued a pamphlet dealing with the rural school problem.

"City and country are dependent upon each other. Those things which affect the welfare and prosperity of the farmer are of vital interest to the business man. The farmer feeds the merchant,—he supplies the manufacturer with raw materials. The merchant supplies the farmer with the goods which the manufacturer produces. But there is a factor which is not wholesome and which threatens to weaken our essential rural activities. This is the desertion of the farm for the city because of the lack of advantages in rural districts."



SUPERINTENDENT-ELECT J. M. GWINN,
of New Orleans, La., who goes to
San Francisco, Calif., to succeed
Superintendent Roncovieri.

John Marr Gwinn is a native of Missouri, born April 23, 1870, and a graduate of the University of Missouri. His education began with a principalship at Joplin and after serving as instructor in the Warrensburg, Mo., normal school and the Tulane University, became in 1910 the superintendent of the New Orleans schools. He comes to San Francisco with a record of a most successful school administrator.



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So reads the introductory of the study which is made by William Mather Lewis, chief of the education service. In setting forth the advantages of the consolidated school the writer quotes the department of education of the state of Washington as follows:

1. To better the school plant, i. e., to make possible the erection and maintenance of more modern school buildings and school equipment.
2. To enable the district to increase the teaching staff and to obtain better trained teachers.
3. To give the rural community the advantages of the uniform graded school.
4. To make possible the establishment of high school courses, and, in many instances, to enable the district to erect a modern high school building and properly equip it.
5. To provide special work, such as manual training, domestic science, etc., in the rural community.
6. To increase community interest both in the school and in community activities by providing a central meeting place under attractive surroundings and by making the school more the center of the community circle.

The study also deals with the subject of transportation, teacherages, teachers, health and general administrative problems as applied to the rural schools.

The Use of Different Types of Thought Questions in Secondary Schools and Their Relative Difficulty For Students. By Walter S. Monroe, and Ralph E. Carter. Bulletin No. 14, 1923, of the University of Illinois, Urbana. This bulletin is a report of one phase of a larger investigation relating to the study habits of school children. The types of questions asked are important because of the mental processes which occur in answering them and because of the intimate relation between the questions asked and the detailed objectives toward which the students work. The most important conclusions to be drawn from the investigation are: (1) That teachers are not sufficiently conscious of the types of questions which they are accustomed to ask and of the significance of these types; and (2) That teachers in general do not analyze unsatisfactory answers to questions in order to ascertain whether such answers are due to a faulty technique on the part of the student.

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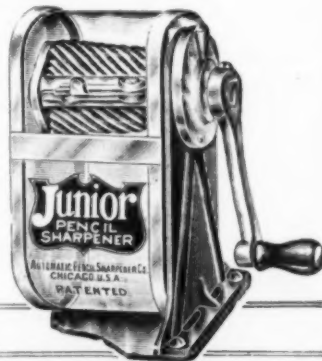
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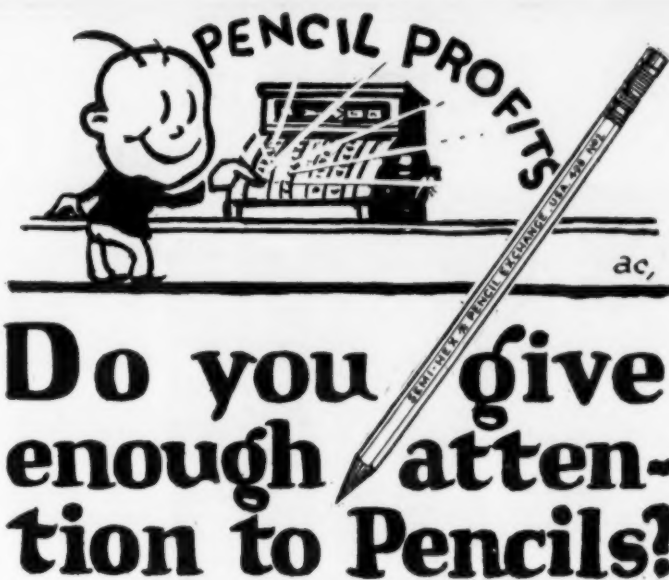
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Penex School Pencils, Crayons and Assortments have been used for many years in schools throughout the country. They are popular with school boards, teachers and pupils alike. They are fairly priced and their quality makes them doubly economical.

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Approved by the School Boards of ten of America's largest cities, the all-steel, nicely enameled, NEMCO Waste basket meets the needs of educators everywhere for a strong, well-made, "child-proof" basket at a moderate price.

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New Books

Repairing Farm Machinery and Equipment.

By Gustav H. Radebaugh, Assistant Manager, Shop Laboratories, Mechanical Engineering Department, University of Illinois. Cloth bound, 260 pages. Published by The Bruce Publishing Company, Milwaukee, Wis.

The modern farm would be an impossibility without the product of the factory. The genius of the mechanic has brought a high order of efficiency to the farm. "Do it with machinery" is the slogan of the successful agriculturist, and he who would make farming profitable must not only bring to his service the genius of the inventor, as exemplified in machinery and equipment, but he must apply himself to the care and repair of the same.

Thus, the Radebaugh book affords a timely contribution to a subject that is vital to farm efficiency and successful production. The author, himself a practical mechanic and a farmer as well as an educator, has provided a textbook that covers every phase of machinery adjustment and repair.

He describes a farm repair shop, the storage and care of tools, the variety of tools required and how to use them. Then he tells how to build a concrete forge and how to operate it, and how to make welding jobs easy. After this he covers a wide range of typical jobs which the farmer constantly does or has done for him.

On the whole, there are thirty-nine project lessons, all of them so outlined and illustrated as to make every operation clear to the student. The appendix contains useful information regarding tools, machinery and the several things that go into successful repair work as required on the farm.

Automotive Manual.

By A. L. Taylor and A. H. Blake. Fabrikoid cover, octavo, 178 pages. The Macmillan Co., New York.

This book presents a series of 36 carefully arranged exercises in automotive shopwork for secondary schools. Each exercise is preceded by a description of the principles involved in the mechanism and the most widely accepted types now in use. The directions for the exercise follow and questions, intended to clarify the student's thinking and verify his findings are appended.

The book emphasizes principles and ordinary care of machines but does not strongly teach trouble shooting.

Modern American Speeches.

By Lester W. Boardman. Cloth, 182 pages. Price, \$0.75. Longmans, Green & Co., New York, Chicago.

Eight great speeches by foremost exponents of American ideals comprise this volume. The speakers are Carl Schurz, Henry W. Grady, Elihu Root, Woodrow Wilson, Charles E. Hughes and Nicholas Murray Butler. The book's value lies not only in the opportunity it affords for studying well constructed and nobly written speeches but also in the progressive evidence which it affords of American democracy.

A Book of Choruses.

Edited by George W. Chadwick, Osbourne McConath Edward Bailey Birge and W. Otto Miessner. Cloth, 342 pages. Silver, Burdett & Co., New York, Newark, Boston, Chicago.

This book is an entire departure from the usual chorus books compiled for high school use. The authors and editors have selected from the treasure house of choral music a series of songs, each of which is (a) representative of the finest of its period and type, (b) appealing to young folks both for its "singable" qualities and text, (c) easily within the abilities of pupils and teachers and, (d) appropriate for assemblies and public functions. In addition to standard selections more than twenty-five songs are original compositions especially written for the book by present day composers. The book appeals for the variety and high artistic standard. The arrangements are simple and easily within the abilities of the average school.

The modernized versions of Palestrina's old hymns do not appeal to us as reproducing the spirit, content or purpose of the originals.

Practical Course in Touch Typewriting.

By Charles E. Smith, 103 pages, cloth bound. Published by Isaac Pitman & Sons, New York City.

This typewriting textbook embodies a number of revisions. The author summarizes the work of a typewriting student into three parts, namely, fingering, facility and form.

The opening chapters deal with the mechanism of the typewriting machine and the practical operation of the same. Speed and accuracy are comprehensively dealt with. Sample letters and tabulations are provided in great numbers. Introduction to the Use of Standardized Tests.

Denton L. Geyer. Board, 95 pages. Price 50 cents. The Plymouth Press, Chicago, Ill.

This is a real introduction to tests and testing for the student and the teacher who desires the fundamental facts in untechnical language. The author discusses the function and validity of the various tests, and describes the methods of recording and using findings.

Syllabus of American Literature.

By William T. Hastings. Paper, 1023 pages. The University of Chicago Press, Chicago, Ill. Price 75 cents.

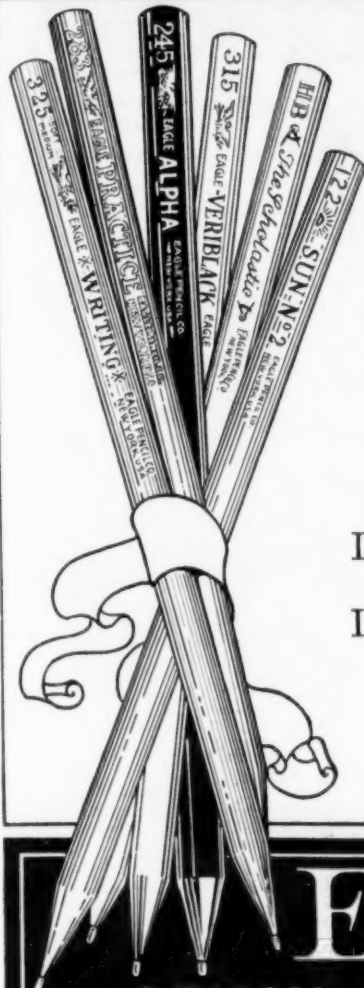
A clear complete outline of the essential facts of American outline in which mention is made of the significant authors and books of each period and type of literary form. Valuable as we find it for a rapid survey and clear impressions of men and movements, we can't agree with the general uncritical commendation of some of the works.

General Science.

G. A. Bowden. Cloth, 634 pages, illustrated. P. Blakiston & Son, Philadelphia, Pa.

This is a teacher's text for use in the junior high school or introductory classes in standard high schools. It presents the subject in the form of experimental and project studies and constantly stresses the relation of nature's forces and materials to the comforts and improvement of human life and growth. The author strays considerably and unsafely in the latter part of the book when he discusses community problems and personal development.

(Concluded on Page 147)



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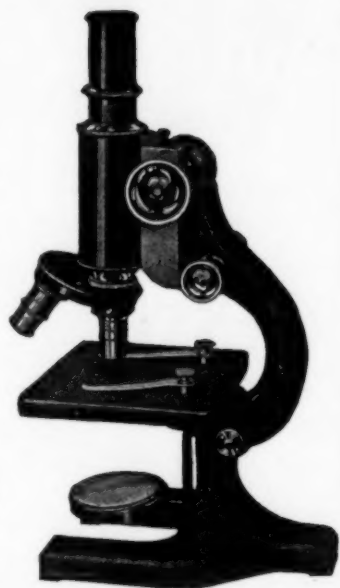
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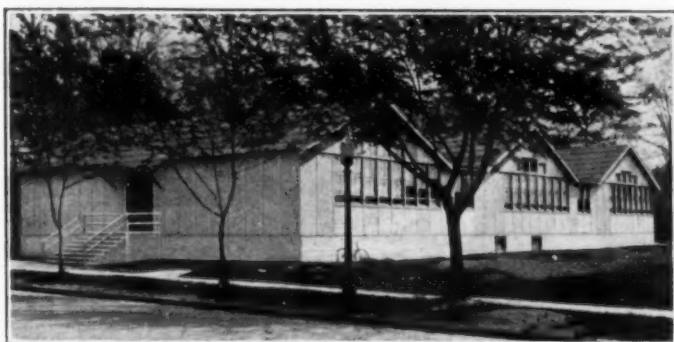
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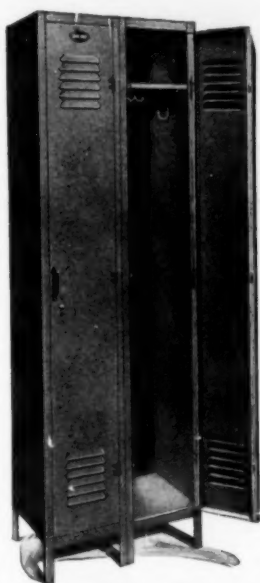
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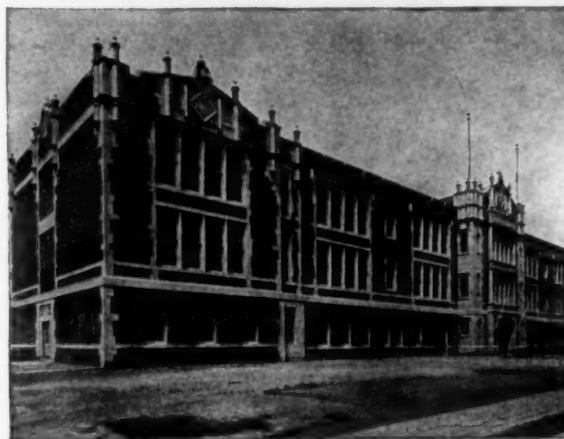
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By Chesley H. Johnson and Ralph P. Earle. Cloth, 347 pages, illustrated. Price, \$2.50 net. D. Van Nostrand Co., New York, N. Y.

A well-arranged text for advanced students who expect to enter the electrical trades or to advance to an engineering school.

Modern and Contemporary European Civilization.

By Harry Grant Plum and Gilbert Giddings Benjamin. Cloth, 413 pages. Price \$2.20. J. B. Lippincott Co., Chicago and Philadelphia.

This is a timely book. It deals with the nineteenth century history and particularly the conditions and events that have a bearing on the world war.

Carpenter's New Geographical Reader.

By Frank G. Carpenter. Cloth, 505 pages, illustrated. American Book Co., New York, Cincinnati, Chicago, Boston, Atlanta.

This is one of Carpenter's geographical readers which have enjoyed popularity for many years. The present volume comes somewhat in the nature of a revision prompted by the changes that have taken place in Europe. While the descriptive material does not vary much from previous volumes, it recognizes the new divisions which have been created as the result of the war.

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Steam Power.

C. F. Hirschfeld and T. C. Ulubricht. Cloth, crown octavo, 474 pages. Price, \$3.25, postpaid. John Wiley & Sons, New York.

In this introductory text a successful effort has been made to present the essential theory of the steam engine without a complication of higher mathematics. In the present second edition all of the original book has been prescribed and a chapter on present methods of determining the performance of steam power equipment

has been added. Certain portions of the chapters on boilers and turbines have been expanded to include the most recent practice. The new edition merits again the continued welcome which the original received from technical schools and evening classes.

Business Geography.

Ellsworth Huntington and F. E. Williams. Cloth, crown octavo, 482 pages. John Wiley & Sons, New York.

Business as influenced by geographic conditions is the subject of this book for advanced classes. It differs entirely from a commercial and industrial geography in that it does not discuss the geography of the globe in its relation to production, transportation, manufacture and consumption, but rather the peoples and the industrial communities of the world as these are shaped by climate, raw materials, etc., in a word by the geographic facts. The plan of the book is such that general geographic principles are first laid down; then in sequence are presented the business relations evolved by typical communities, the business of the several continents and finally the business of the United States and Canada. Very comprehensive tables complete the book.

While the authors seek to avoid the easy mistake of attributing all economic, social, religious and physical advances or defects of communities to geographic conditions, they do make some statements which are clearly debatable. Thus it would be difficult to prove that the only antidote for the enervating influence of the tropics is exercise, without considering spiritual influences.

The most valuable features of the book are the constant relation of the entire work to the business of the United States and the series of problems through which the numerous facts and statistics are to be developed by the students.

Primary Mental Test.

By Rudolf Pintner and Bess V. Cunningham. Manual of Directions and Key. One Report to Author and Percentile Graph and One Class Record. Specimen set, 20 cents. World Book Co., Yonkers, N. Y.

This test is of the familiar picture type and is intended to enable the teacher to accurately

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High School Commercial Education.

By R. G. Walters. Cloth, 251 pages. Price \$1.25. Isaac Pitman & Sons, New York, N. Y.

While commercial education has been the most widely developed branch of vocational education it is a strange fact that there has been comparatively little literature on the organization, methods, teaching standards, etc., that would give the teacher or the superintendent a broad view of the subject. Perhaps the reason has been that the commercial branches have been taught too commonly as "tool subjects" and the broader educational aspects have been most largely overlooked or entirely ignored. Indeed in the present book there are indications that this attitude is still a part of the underlying philosophy of the commercial educator.

The present book seeks to define the purposes of commercial courses in high schools and to present the fundamental administrative principles involved in outlining courses, in determining the content of the technical subjects, in selecting texts and equipment, and in preparing tests and examinations. Special chapters discuss the preparation of teachers, the relations of the commercial department to the school and the community, and the technique of preparing part-time cooperative and full time courses of study.

The author is always specific and clear in his opinions and recommendations and argues for a big advance in the efficiency of commercial departments. It is remarkable, however, that nowhere does he connect fundamental moral principles with commercial courses or demand direct moral instruction for business.

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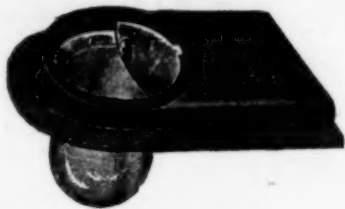
By Frank M. Rich. Cloth, 139 pages, illustrated. Price \$1. D. Appleton & Co., New York, N. Y.

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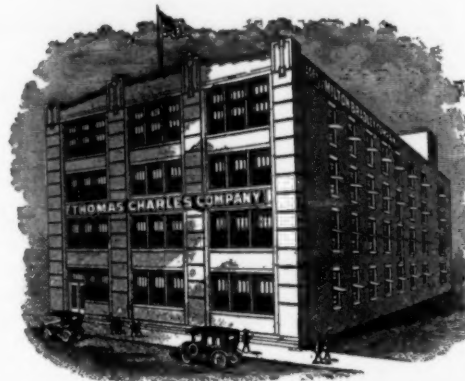
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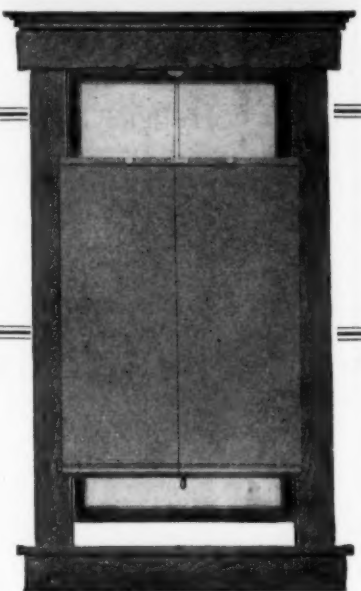
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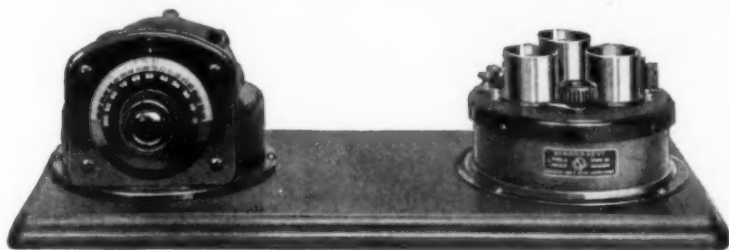
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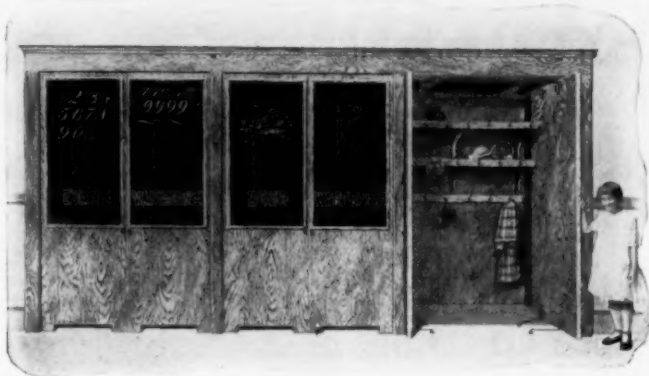
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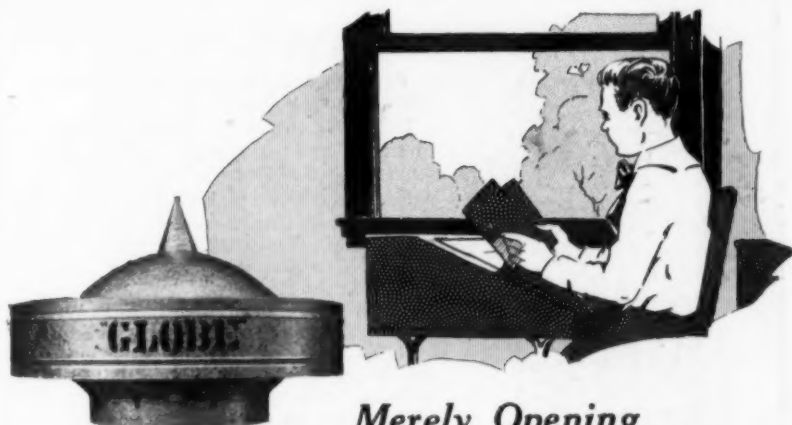
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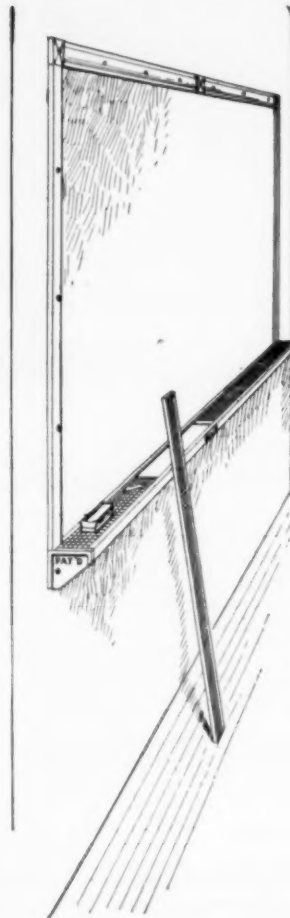
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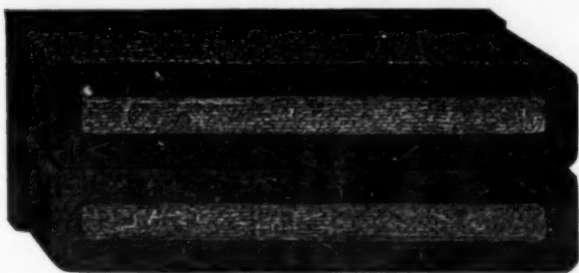


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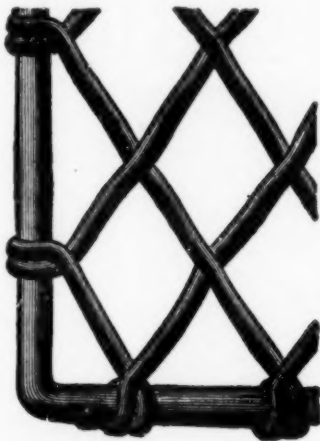
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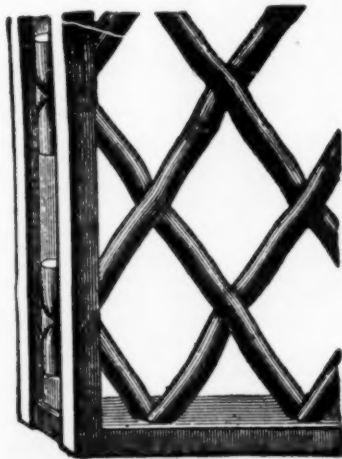
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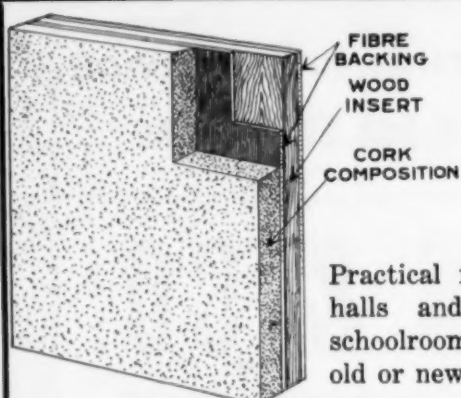
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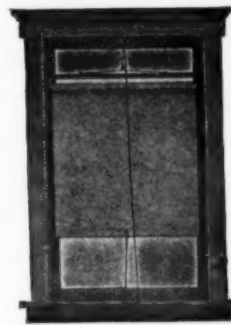
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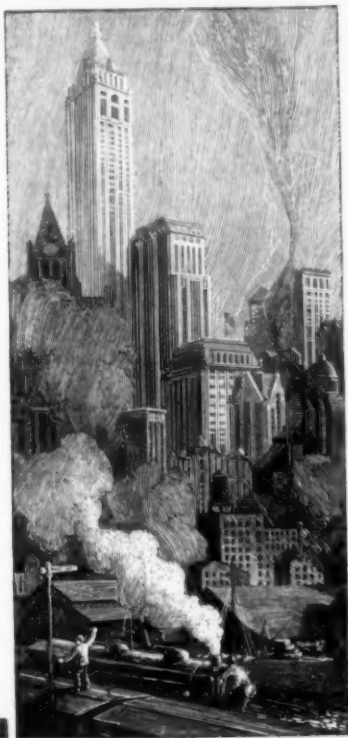
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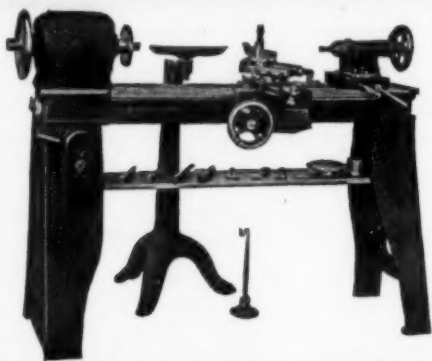
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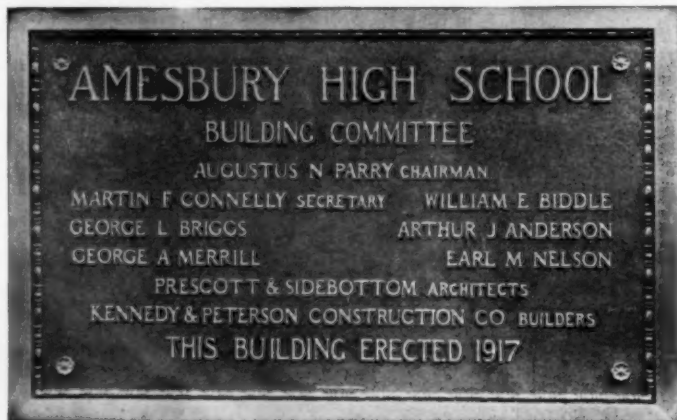
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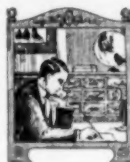
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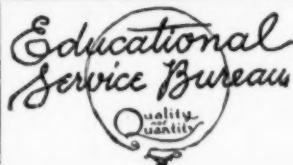
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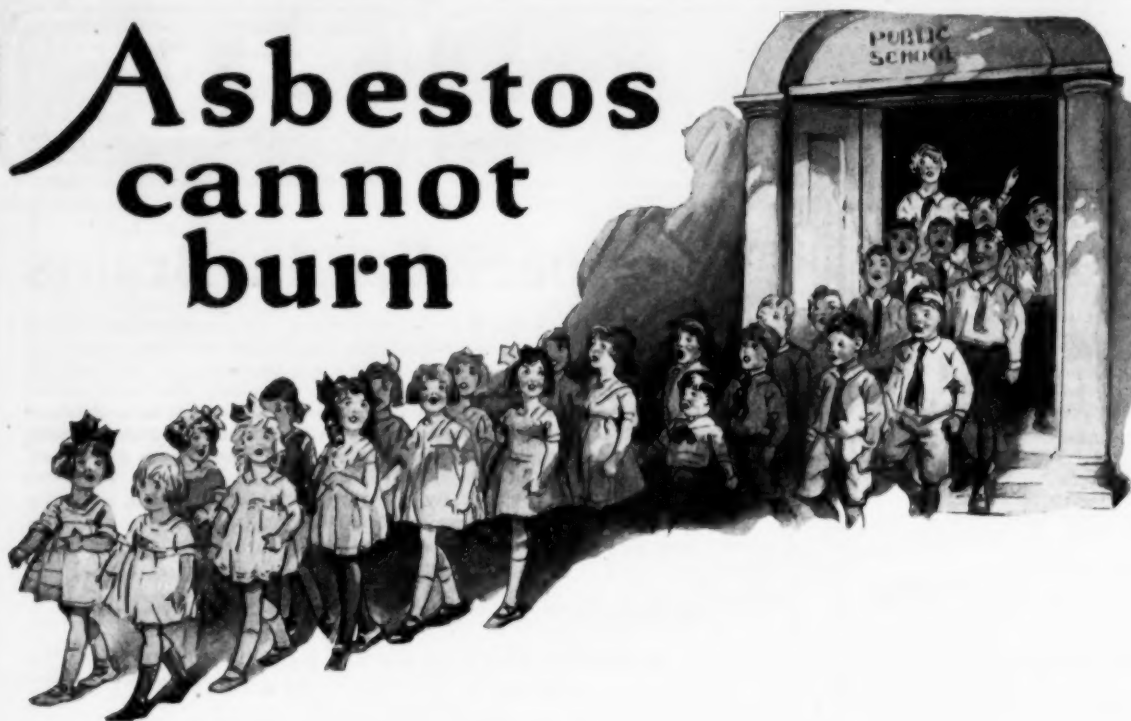
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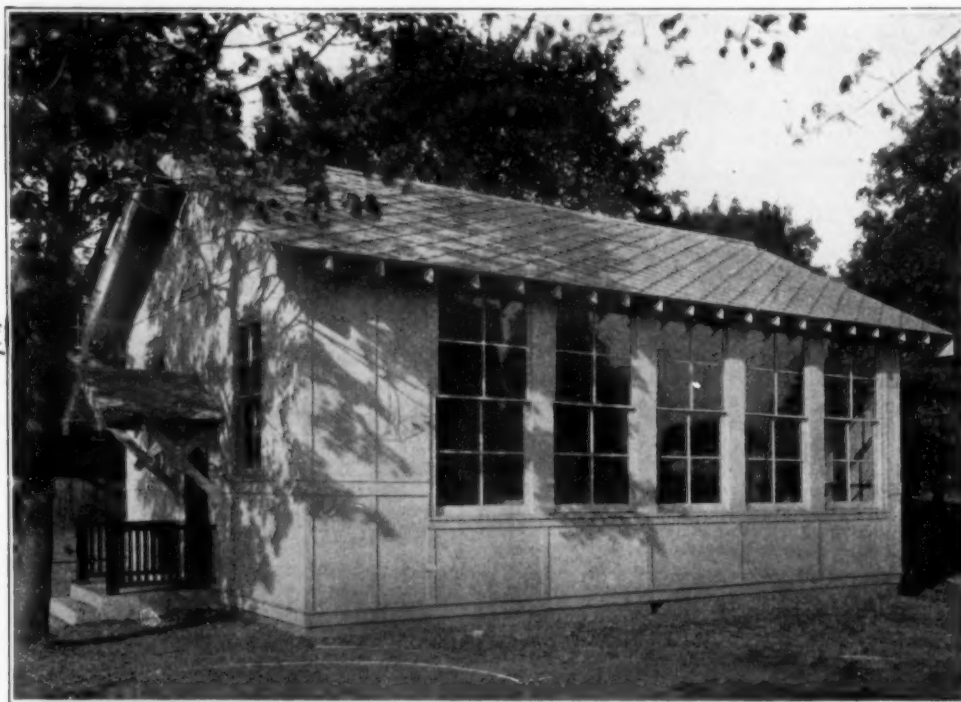
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If any articles or textbooks cannot be found listed, write our Subscribers' Free Service Department, care of American School Board Journal, Milwaukee, Wis.

AFTER THE MEETING



Why Not?

A school teacher asked her class in what part of the world the most ignorant people were to be found. A small boy volunteered quickly, "In London, England."

The teacher was amazed, and questioned the lad as to where he had obtained such information.

"Well," he replied, the geography says that's where the population is most dense."

His Diet.

At the ending of the lesson dwelling on the roles played by carbohydrates, proteids and fats in the building up and maintenance of the human body the teacher asked the usual questions. "Can any one tell me the three kinds of food required for a nutritious balance of diet?"

"Yes, teacher," piped a confident one, "yer breakfast, yer dinner and yer supper."—N. Y.

Willie had a new puppy and a great opportunity to get home early seemed to present itself when his teacher announced that as soon as the language pupils could hand in their papers showing how they had used the list of words she would write upon the board they might be dismissed. In a remarkably short time Willie was on his way rejoicing and his surprised teacher was reading: "The camel, leopard, elephant, tiger, actor, lady, preacher, teacher, zebra, parrot, soldier, sailor, king and queen all died."

Good Reason.

Proud Father—That is a sunset my daughter painted. You know she studied painting abroad. Student—Ah! That explains it. I never saw a sunset like that in this country.—Boston University Beanpot.

Took Him at His Word.

A woman of the new rich type paid a visit to a well-known school with a view to placing her boy there. She arrived in a Rolls-Royce elaborately dressed and loaded with jewelry. During her interview with the head master, whom she embarrassed and impressed with her grandeur, the poor man remarked:

Madam, you remind me of the Queen of Sheba."

"Really," said the lady, "I had no idea she had a boy in this school.—N. Y. Globe.

Her Distinction.

A teacher asked her class in spelling to state the difference between the words "results" and "consequences."

A bright girl replied, "Results are what you expect, and consequences are what you get."—Harper's Bazaar.

A Vers Libre Interpretation of a Teachers' Meeting.

One long table, fourteen chairs
Demurely rooted at the graded intervals
Provided by
Decorum
Some "female teachers"
And
The Head.
(Help! What a crowd!)
We will now,
Decently and in order,
Discuss with rectitude meticulous
For one or even two delightful hours
The indubitable corruption
Of the Young;
Their crimes, convictions, characteristics, capabilities
(if any!).
We build laboriously and in concert many mountains
Out of one
Molehill!
We take ourselves very seriously.
And yet many of us are under
Twenty-five, and frequently feel
Very flippant.
In meetings and places where they talk
The Powers that Be are noticeably long
In
The wind!

Thank Heaven! that's over!
We will now breathe
Deeply.
And sprint with extraordinary vigor and celerity in
a homeward direction before we can be dropped on
For
Any further scholastic pastimes!
—Teachers' World, London.

All went well until the inspector picked on Jimmie.

"Now, my lad," he said, "what's the plural of mouse?"

"Mice," said Jimmie.

"Right," said the inspector. "And now, what is the plural of baby?"

"Twins!" said Jimmie—and that did it.

Teacher—"Henry can you define a hypocrite?"

Henry—"Yessum. It's a kid wot comes to school wid a smile on his face."—Judge.

A country school board was visiting a school and the principal was putting his pupils through their paces.

"Who signed Magna Charta, Robert?" he asked, turning to one boy.

"Please, sir, 'twasn't me," whimpered the youngster.

The teacher with disgust told him to take his seat; but a member on the board was not satisfied, so he said: "Call the boy back, I don't like his manner. I believe he did do it."—Boston Transcript.

Judged By the Sound.

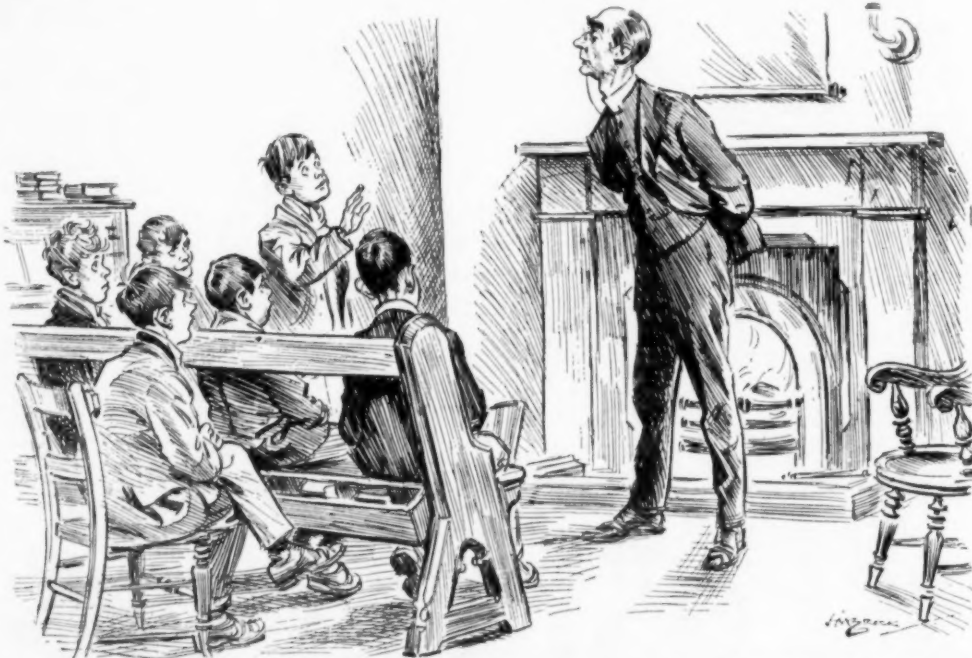
Father—Great scott! Has Polly got her music lesson mixed up with her gymnasium hour?

Mother—Of course not. Why do you ask?

Father—I thought from the way she was playing she might have thoughtlessly taken the piano for a punching bag.—Boston Transcript.

You Tell 'Em.

"Are all flowers popular?" asked the teacher. "No, ma'am," replied one of the bright little girls. "What flowers are not popular?" "Wall flowers, ma'am."—Yonkers Statesman.



Vicar. "Evil, my young friends, is like this fire—very attractive; but what does it do if you get too close to it?"

Bright Boy. "Singes yer trousers, Sir."—Punch.



AN OLD HOUSE IN A NEW MOVE.

The Houghton Mifflin Company has removed its headquarters in Boston from No. 4 Park Street where it had been located for 43 years, to No. 2 Park Street, a more convenient building which has been remodeled for its occupancy.

The occasion brings out an interesting story of the beginnings and the long and honorable career of the Houghton Mifflin Company. This company as now constituted had its origin in 1828 in what was then and is now known as the Old Corner Book Store. Thereafter changes took place and the business was conducted under different names. For instance in 1832 it was Allen & Ticknor, and in 1845 it was Ticknor, Reed & Fields. The firm of H. O. Houghton & Co. was founded in 1852. For a time the two, namely the original firms, continued simultaneously subject to the changes in ownership and names. Out of the older firm came another branch, which in 1878 was merged into the firm of Houghton, Osgood & Co., when the name in 1880 was changed to the Houghton Mifflin & Company.

Thereafter the firm of James R. Osgood & Co. and Ticknor & Company combined with Houghton Mifflin Company. In 1923 the older branch, namely the Old Corner Book Store, which since its foundation had experienced many changes in name and ownership and which in 1902 reverted to the original name, joined the Houghton Mifflin Company in the occupancy of the new home.

The story of the three branches and their contribution to the literature of the nation is most interesting. It brings into consideration some of America's foremost authors covering a period of nearly one hundred years. The story is well told in a small pamphlet issued by the publishers.

Handwriting in Boston. The caption of this pamphlet is the title of a valuable address on the teaching of handwriting by Mr. Augustine L. Rafter, assistant superintendent of schools, Boston, Mass. Incidentally it is a strong argument for the Palmer method of penmanship which received its earliest try-outs in the Boston schools and which has been in use in those schools for many years. The address is illustrated with typical examples of handwriting by children in the Boston schools. A copy will be sent on request to the Palmer Company, Chicago and New York.

Change of Address.—The Duriron Company, Inc., Dayton, Ohio, have moved their New York office to Room 5723, Grand Central Terminal Bldg.

Resurfacing Slate Blackboards. The Mohawk Slate Machine Furnishes an effective and convenient means of refinishing slate blackboards without removing them from the wall. This is accomplished by grinding the surface in practically the same way that it was originally finished. All foreign substance adhering to the surface is removed producing a finish equal to a new board. A grinding wheel attached to a specially constructed electric portable machine accomplishes the work quickly, conveniently and without dirt or dust which is removed by means of a suction attachment. The Mohawk machine is manufactured by the Mohawk Slate Machine & Mfg. Company, 2121 Vine St., Philadelphia Pa.

Whale-Bone-ite catalog "E". The Brunswick-Balke-Collender Co., Chicago, have just issued a new catalog describing their Whale-Bone-ite toilet seat. The Whale-Bone-ite seat is shown in the various styles with complete specifications. The catalog is 5½x8½ inches, containing sixteen pages. Copies will be sent to school officials and schoolhouse architects on request.

The Doctor's Son.

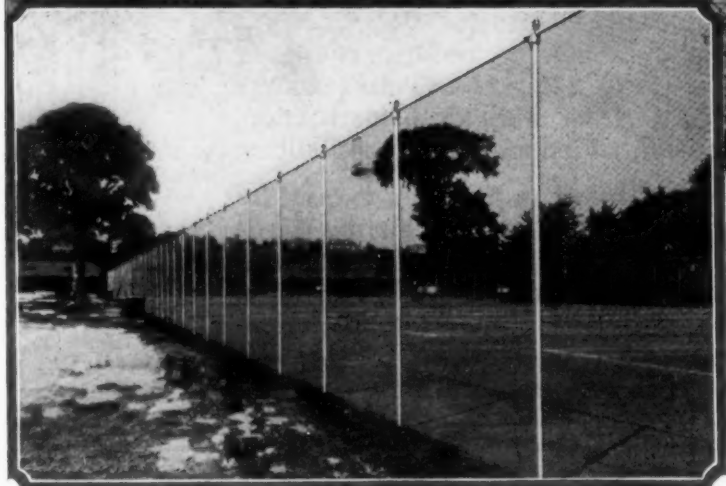
The four-year-old of a doctor's family had made his first trip to Sunday school, and on his return his mother asked him what story the teacher had told him.

"It was about the Good Samarian," answered son. "This Samarian found a man left by robbers on the road. He had wounds all over. The Samarian poured oil in them. Iodine would have been better."—Judge.

You protect their lives at "school time"



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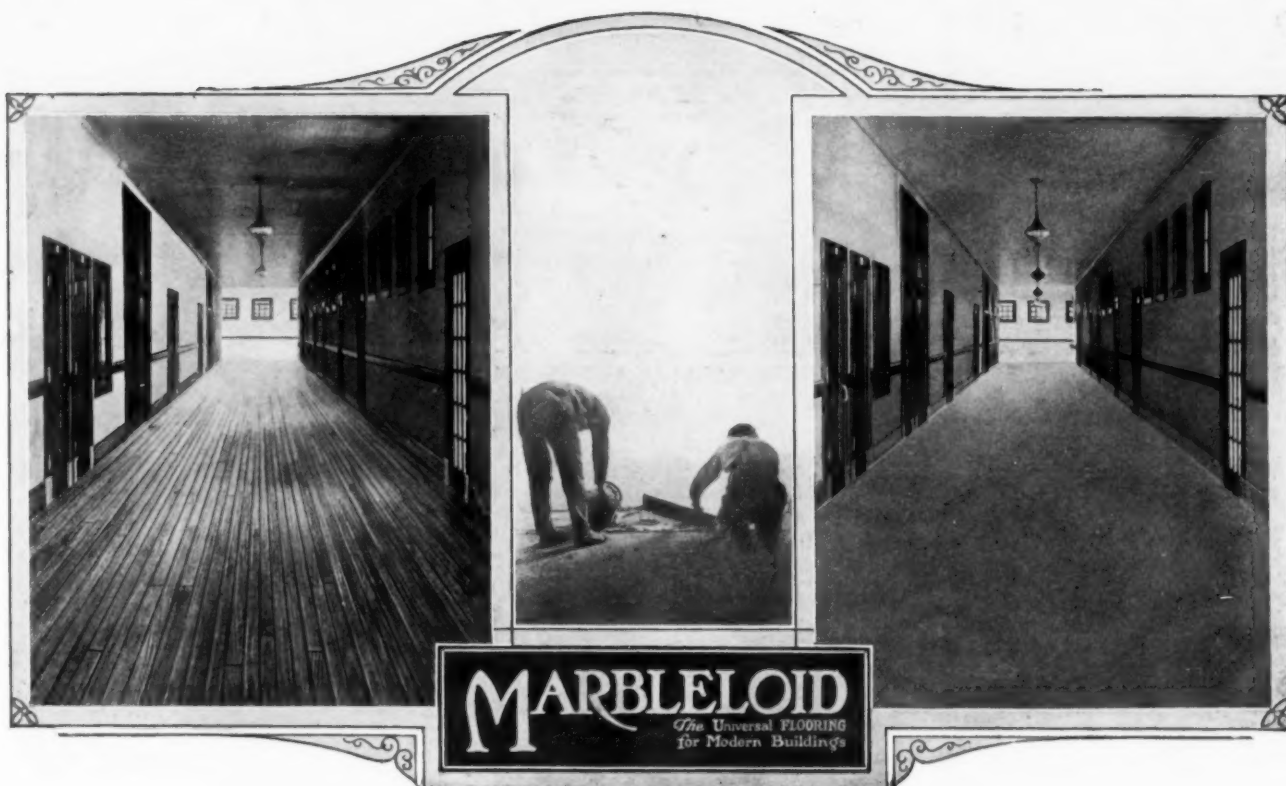
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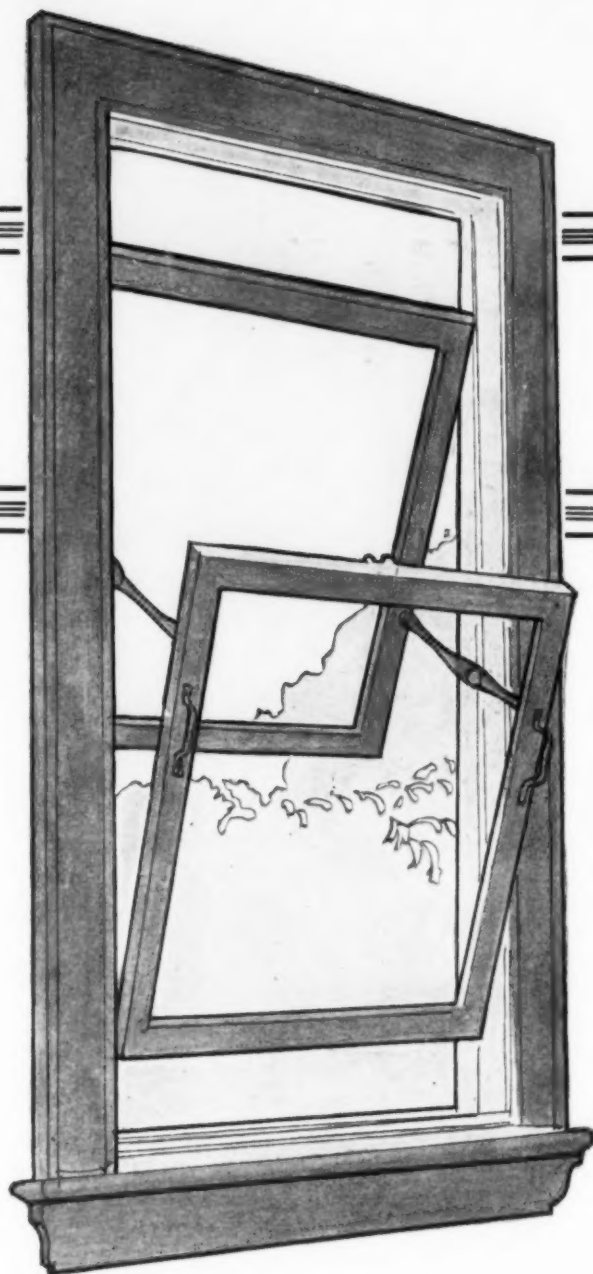
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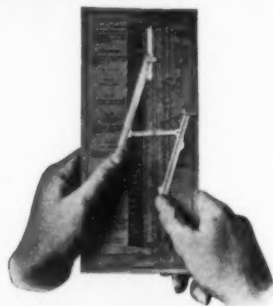
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